



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



NU 397 Faith Community Nursing

Beth Gotwals RN, PhD Email: bgotwals@moravian.edu Phone: (610) 861-1590 Cell: (215) 407-2403 Office: Zinzendorf 201 Office hours – See Blackboard	Class meets: M 6:30-9:30PM Classroom: PPHAC 235
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Description: This course provides a foundation in the specialty practice of faith community nursing (FCN). Foundational concepts such as faith, religion, and spirituality will be explored as well as the historical development of the specialty and present roles in practice. This exploration leads to the development and implementation of a project set in a faith community. This elective provides 1 course unit of study.

Objectives:

1. Discuss the historical development of the specialty leading to the present models of faith community nursing and FCN Scope and Standards of Practice.
2. Consider foundational concepts such as: faith, religion, spirituality, health, and wholeness as they relate to FCN.
3. Identify the role of the FCN as they relate to the nursing roles of practitioner, educator, coordinator, advocate, and counselor.
4. Identify the impact of ethical, legal, financial, cultural, spiritual, and psychosocial issues on FCN in the community.
5. Implement or participate in a health promotion/disease prevention project, or other project within the scope and standards of this specialty practice.

Selected References will include but are not limited to the following:

Text book:

Hickman, J. S. (2006). *Faith community nursing*. Philadelphia: Lippincott Williams & Wilkins.

Required reading – Available at Reeves Library

American Nurses Association- Health Ministeries Association. (2005). *Scope and standards of parish nursing practice*. Washington, DC: Author.

Journal articles:

*Anderson, C. M. (2004). The delivery of health care in faith-based organizations: Parish nurses as promoters of health. *Health Communication*, 16, 117-128.

- King, M. A. (2004, April). Review of research about parish nursing practice. *Online Brazilian Journal of Nursing*, *3*, n. 1. Retrieved February 13, 2007 from <http://www.uff.br/nepae/siteantigo/objn301king.htm>
- *King, M. A., & Tessaro, I. (2009). Parish nursing: Promoting health lifestyles in the church. *Journal of Christian Nursing*, *26*, 22-24.
- Koenig, H. G. (2008). Religion, spirituality, and public health: Research, applications and recommendations. Presented to the Subcommittee on Research and Science Education of the U. S. House of Representatives, retrieved June 22, 2009, from <http://gop.science.house.gov/Media/hearings/research08/sept18/koenig.pdf>
- Lough, M. A. (1999). An academic-community partnership: A model of service and education. *Journal of Community Health Nursing*, *16*, 137-149. (Available full text through CINAHL at Reeves Library)
- *McGinnis, S. L., & Zoske, F. M. (2008). The emerging role of faith community nurses in prevention and management of chronic disease. *Policy, Politics, & Nursing Practice*, *9*, 173-180.
- Miskelly, S. (1995). A parish nursing model: Applying the community health nursing process in a church community. *Journal of Community Health Nursing*, *12*, 1-14.
- Saver, C. (2006). Finding and refining an article topic. *Association of perioperative Registered Nurses*, *83*, 829-832. (Available through Estes Library Ebsco)
- Schantz, M. L. (2007). Compassion: A concept analysis. *Nursing Forum*, *42*. p. 48-55. (Available through Reeves Library CINAHL)
- *Will be in a file on reserve in Reeves Library

Recommended Readings:

- Anandarajah, G., & Hight, E. (2001). Spirituality and medical practice: Using the HOPE questions as a practical tool for spiritual assessment. *American Family Physician*, *63*, 81-89. Retrieved June 29, 2010 from <http://www.aafp.org/afp/2001/0101/p81.html>
- Burkhart, L. , & Solari-Twadell, A. (2001). Spirituality and religiousness: Differentiating the diagnoses through a review of the nursing literature. *Nursing Diagnosis*, *12*, 45-54. (Available through Reeves Library CINAHL)
- Cantanzaro, A. M., Meador, K. G., Koenig, H. G., Kuchibhatla, M., & Clipp, E. C. (2006). Congregational health ministries: A national study of pastor's views. *Public Health Nursing*, *24*, 6-17. (Available through Reeves Library CINAHL)
- Clark, M.B., & Olson, J.K. (2000). *Nursing within a faith community: Promoting health in times of transition*. Thousand Oaks, CA: Sage.
- Grypma, S. (2009). Nursing in need of transformation: What are we searching for? *Journal of Christian Nursing*, *26*, 167-173.
- Newfield, S. A., Hinz, M. D., Scott-Tilly, D., Sridaromont, K. L., & Maramba, P. J. (2007). *Clinical Applications of Nursing Diagnosis: Adult, Child, Women's, Mental Health, Gerontic, and Home Health Considerations*, 5th ed. Philadelphia: F. A. Davis. Any recent edition ok.
- Lawrence, R.T., & Smith, D.W. (2004). Principles to make a spiritual assessment work in your practice. *Journal of Family Practice*, *53*, 625-631. Retrieved June 29, 2010 from: <http://www.jfponline.com/Pages.asp?AID=1748>

- O'Brien, M. E. (1999). *Spirituality in nursing: Standing on holy ground*. Sudbury, MA: Jones and Bartlett Publishers.
- O'Brien, M. E. (2001). *The nurses's calling: a Christian Spirituality of caring for the sick*. New York: Paulist Press.
- O'Brien, M. E. (2011). *Servant leadership in nursing: Spirituality and practice in contemporary health care*. Sudbury, MA: Jones and Bartlett Publishers.
- Rydholm, L. (2006). Documenting the value of faith community nursing: Saving hundreds, making cents – a study of current realities. *Creative Nursing*, 12, 10-12. (available full text through CINAHL at Reeves Library)
- Shelly, J. A., & Miller, A. B. (2006). *Called to care: A Christian worldview for nursing*. Downers Grove, IL, IVP Academics.
- Smith, A.R. (2009). Nursing and spirituality: What happened to religion? *Journal of Christian Nursing*, 26, 216-222.
- Smith, S.D. (2003). *Parish nursing: A handbook for the new millennium*. New York: The Haworth Pastoral Press.
- Solari-Twadell, P. A., & McDermott, M. A. (1999). *Parish nursing: Promoting whole person health within faith communities*. Thousand Oaks, CA: Sage.
- Swinney, J., Anson-Wonkka, C., Maki, E., & Corneau, J. (2001). Community assessment: A church community and the parish nurse. *Public Health Nursing*, 18, 40-44. (Available through Reeves Library CINAHL)
- Stanhope, M., & Lancaster, J. (2010). *Foundations of nursing in the community: Community-oriented practice*. (3rd ed.). St. Louis: Mosby Elsevier.
- Tanyi, R. A. (2002). Towards clarification of the meaning of spirituality. *Journal of Advanced Nursing*, 39, 500-509. (Available through Reeves Library CINAHL)
- Taylor, E. T. (2002). *Spiritual care: Nursing theory, research, and practice*. Upper Saddle River, NJ: Pearson Prentice Hall.
- Taylor, E. T. (2005). What have we learned from spiritual care research? *Journal of Christian Nursing*, 22, 22-28.
- Taylor, E. T. (2007). *What do I say? : Talking with patients about spirituality*. Philadelphia: Templeton Foundation Press.
- Westberg, G. E. (1990). *The parish nurse: Providing a minister of health for your congregation*. Minneapolis, MN: Augsburg Fortress.

Websites of interest:

About Parish Nursing

<http://www.youtube.com/watch?v=FzQCl7qJX0g>

History of Care

<http://www.youtube.com/watch?v=ETGimIeTeis&feature=related>

Health Ministries Association

<http://www.hmassoc.org/index.asp?mid=1>

Nurses Christian Fellowship
<http://ncf-jcn.org/info/intro.php>

International Parish Nursing Resource Center (IPNRC) website
http://parishnurses.org/Home_1.aspx

Under resources, related websites are links to a number of websites, including some links to denominational websites (example: United Methodist Parish Nursing)

Faith United Against Tobacco
<http://www.tobaccofreekids.org/campaign/faith/>

Course Requirements:

1. **Class attendance is an expectation.** Students are expected to be prepared and attend all class meetings. This includes completing assignments prior to attending class. Tardiness is a distraction to the class and will not be tolerated. Five % of the grade has been assigned to participation, which includes attendance and investment in the daily life of the course (prepared, adds to discussion, answers questions, etc). **If unable to attend a class**, please contact the course faculty via email or phone. Students are responsible for providing a doctor/nurse practitioner/health center excuse for an excused absence. Students are responsible for obtaining any notes, handouts, or other class items from classmates.
2. **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 and the Moravian College Comenius Center Undergraduate Academic Policies Handbook. Where applicable, class assignments are to be typed and submitted according to APA style (6th edition).
3. **All examinations are to be taken at the scheduled time**, unless the instructor is notified of a competing previously scheduled scholastic or athletic activity. Any individual who is not at the scheduled examination based on a claim of illness is required to provide appropriate medical documentation of a valid medical reason for absence. An alternate examination may be determined by the course faculty. **The Final Exam, per Moravian College policy, must be taken at the appointed time.**
4. **Learning activities** stated on the topical outline section of this syllabus are to be completed prior to class time. The student can expect to work approximately 10-12 hours per week in preparing for this class.
5. **Students are reminded of the importance of respect and courtesy toward others.** As a courtesy to your colleagues, phones must be in the silent mode during class. Texting or use of cell phones for internet access during class is unacceptable. Students are expected to be respectful of the time of both faculty and their peer group. Thus, if you are unable to keep an appointment with a faculty member or student peer related to course work/group projects, please be courteous and notify others of your need to cancel or reschedule the appointment.

6. **Accommodations for learning and other disabilities:** Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center. Students who wish to request accommodations for support of other disabilities should contact Dr. Ron Kline, Director of the Counseling Center (ext. 1510).

Methods of Evaluation:

1. FCN Exploratory Paper	25%
2. FCN Project and presentation	25%
3. Diverse Faith Traditions seminar	10%
4. Interview of a Faith Community Nurse or Pastor	10%
5. Exams: Midterm (10%), Final Exam (15%)	25%
6. Participation	5%
Total	100%

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.

Grading Policy:

Assignments are expected on or before the due date. If class assignments are submitted late, five points per day will be deducted from the grade.

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

Please note that it within the instructor’s purview to apply qualitative judgment in determining grades for any assignments and for the course final grade.

Core Components:

<u>Community</u>	<u>Holism</u>	<u>Inquiry</u>	<u>Professionalism</u>
Health Care	Health	Assessment	Practitioner
Systems,Economics	Spirituality	Critical Thinking	Advocate
Human Diversity	Health Promotion	Reflectivity	Coordinator
Individual	Wellness	Research	Educator
Family	Caring		Professional Values
	Morality		Ethical Standards
	Compassion		

Week	Topic	Learning Activity
1 8/27	Introduction Historical aspects and foundations of Faith Community Nursing (FCN)	Class Introductions Review of Syllabus Spiritual Assessment tool Assigned Reading: Ch. 1 Hickman Scope and Standards of FCN Practice (on reserve at Reeves) If you like history, I recommend: Clark & Olson (2000) Ch. 5 O'Brien (1999) Ch. 2 O'Brien (2011) Ch. 1,2,3 Shelly & Miller (2006) Ch. 1 Taylor (2005) article Westburg
2 9/3	No Class – labor day	
3 9/10	Concepts of faith, religion, spirituality, health, and wholeness as they relate to FCN. Spirituality and assessment Nursing Diagnosis Interventions – Spiritual Care Outcomes	Activities/Discussion Questions Assigned Reading: Ch. 1, 3 Hickman Koenig article Recommended reading: Clark & Olson (2000) Ch. 1&2, 16-19 Newfield et al., NANDA, NIC and NOC related to spirituality, spiritual distress diagnoses. O'Brien (1999) Ch. 1, 3, 5 Anandarajah & Hight article Burkhart & Solari-Twadell article Lawrence & Smith article Tanyi article Smith (2009) article Guest Speaker: Dr. Janet Sipple, Neuman Systems Model – process and concepts related to spiritual care and Faith Community Nursing.
4 9/17	FCN Models, Preparations, Roles Interview of FCN/Pastor due today	Activities/Discussion Questions Assigned Reading: Ch. 2,4, 11 Hickman Lough article Recommended reading: Clark & Olson (2000) Ch. 10 & 11 Smith (2003) this is a basic handbook for startup and continuance of a FCN program,

		<p>there are many stories from FCNs in each chapter</p> <p>Stanhope and Lancaster chapter on FCN</p> <p>Rydhholm article</p> <p>Catanzaro et al. article</p> <p>Panel discussion with FCN</p>
5 9/24	<p>Community Assessment and Connections</p> <p>Topic for FCN Exploratory Paper Due</p>	<p>Activities/Discussion Questions</p> <p>Assigned reading: Ch. 5,7 Hickman</p> <p>Miskelly (1995) article</p> <p>Saver article</p> <p>Suggested reading:</p> <p>Clark & Olson (2000) Ch. 16</p> <p>Stanhope & Lancaster (2010) Ch. 12</p> <p>Swinney et al.</p> <p>Mind Map Exercise in class</p>
6 10/1	<p>Diverse Faith Traditions Seminar</p> <p>Guest: Rebecca J. Schoeneberger</p> <p>MDIV MTS '13</p> <p>Due today</p>	<p>Chapter 6 Hickman</p>
7 10/8	<p>Fall Break – no class</p>	
8 10/15	<p>Controversial/Ethical Issues</p> <p>Legal Aspects of Practice</p> <p>Midterm due</p>	<p>Assigned reading: Ch. 8,9 Hickman</p> <p>Schantz article</p> <p>Recommended reading:</p> <p>Clark & Olson (2000) Ch. 9</p> <p>Grypma (2009) article</p> <p>O'Brien (2011) This book is devoted to discussing nursing as a vocation, and the report of a qualitative study, Called to Serve: the Lived Experience of the Nursing Vocation</p> <p>Shelly & Miller (2006) This book calls nursing back to its Christian roots as a vocation, the authors believe changes in nursing and healthcare are developing from a paradigm (the lens or filter through which we understand the world) shift in our culture.</p> <p>Guest: Dr. Maria Schantz</p> <p>Topic: Virtue Ethics and Compassion</p>

9 10/22	Class this week will consist of attending the Sipple Lecture and individual meetings with students to turn in: <ul style="list-style-type: none"> • Outline and preliminary bibliography for paper • update on project planning/implementation 	<p align="center">The Sipple lecture Wednesday, October 24, 5:30 PM Foy Hall, Moravian College</p> <p>Speaker: <i>Bridgette M. Brawner, PhD, APRN</i></p> <p>Topic: <i>"Sustainable Change: Health Equity Promotion through Active Community Engagement"</i></p>
10 10/29	Health Promotion and Disease Prevention	Discussion of Sipple Lecture presentation Chapter 12,13 Hickman Anderson article King and Tessaro Article Recommended reading: Clark & Olson (2000) Ch. 3, 12
11 11/5	Funding FCN FCN Research	Hickman Ch. 14 Guest Speaker: Deb Gilbert, FCN, RN <i>Coordinator of Parish Nursing of Sacred Heart Hospital, Department of Parish Nursing/Community Outreach, Executive Director of the Parish Nurse Coalition of the Greater Lehigh Valley</i> Hickman Ch 1 discussion question 4 will guide class discussion of FCN research King article FCN Exploratory paper due
12 11/12	Spiritual care and FCN practice in illness, loss, and vulnerability	Assigned Reading: Chapter 15,16 Hickman McGinnis and Zoskie article Recommended reading: O'Brien (1999) Ch. 4 - 10 (These chapters discuss the Nurse-Patient relationship, spiritual care, and spiritual care for specific types of patients (acute, chronic, children, older adult, etc))
13 11/19	Spiritual care and FCN practice in illness, loss, and vulnerability	As above
14 11/26	Project presentations	
15 12/3	Project presentations	
12/10	Final	

Directives for class assignments and activities

Assignment: Interview of a Faith Community Nurse or Pastor

Contact a faith community nurse (I have names and contact information) or a member of the clergy at a local faith community, or even your own faith community. Through this (in person or phone) interview explore the nurse's practice of faith community nursing. Or contact a local member of the clergy and explore pastoral care of congregants across the lifespan and during periods of health and sickness. Ask clergy about FCN and how it is practiced in this faith community. If not practiced in this faith community, how much knowledge of this specialty practice does this pastor have, and would he/she consider this type of practice? Here are some additional questions for consideration:

1. What is your personal theology of faith, healing, and wholeness and how does this compare/contrast with the theology of the faith community? (Refer to Hickman ch. 3, be prepared to share aspects that touch your own faith journey or scholarship in this course to spark discussion)
2. How do you define health? These definitions of health may spark discussion:

WHO definition (this definition has not been amended since 1948):

“Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.”

<http://www.who.int/about/definition/en/print.html>

FCN Scope and Standards Definition:

“The experience of wholeness, salvation, or shalom. The integration of the spiritual, physical, psychological, and social aspect of the patient to create a sense of harmony with self, others, the environment, and a higher power. Health may be experienced in the presence or absence of disease or injury.”

American Nurses Association- Health Ministries Association. (2005). Scope and standards of parish nursing practice. Washington, DC: Author.

3. Where do you see the role of the faith community in health promotion and disease prevention?
4. Tell me about your practice within the faith community with congregants experiencing acute illness, chronic illness, and loss. With FCN interview, try to touch on the roles as described in Hickman chapter 2.
5. How do congregants in this faith community minister to each other in health and sickness?

Following the interview, complete a journal of the experience (no more than 3 pages of text) and connect your discussion to the reading and course objectives for this course. Use APA format, no abstract necessary. Include a reference page for any articles or books cited in the body of the paper.

Assignment: Faith Community Nursing Exploratory Paper

Students will complete a paper which considers an aspect of FCN through scholarly inquiry. APA format is required for this paper. Moravian College students are encouraged to use either/both peer editing and the writing center to facilitate writing a high quality paper. Moravian College's Comenius Center students may peer editing/work shopping, or contract the services of writing tutor Joe Paretta: joe@joeparetta.com or phone 570-926-8207. Joe is available on Mondays from 3:00 to 7:00pm, Wednesdays from 12 noon to 5:00pm, and Fridays from 10:00am to 2:00pm and charges \$45.00 per hour.

The body of the paper should be no longer than 8 pages. Include an abstract and this scholarly inquiry should include 6-8 sources. Please note on the course outline when the topic for the paper, the outline and preliminary bibliography, and then the final paper is due. The evaluation rubric is available on Blackboard. Here are a number of ideas for the paper:

- FCN caring roles for the client with: cancer, dementia, disability, mental health issue, etc
- Spiritual care needs of the client with: acute/chronic illness, terminally ill, bereaved, living in the community, homeless, or client who is: a child, teen, elder, etc. O'Brien (1999) will provide some direction for this scholarly inquiry.
- Choose an aspect of spiritual care (prayer, scripture, religious rituals, music, reminiscence, presence, etc and look at available research into this aspect. Hickman (2006) page 61 has a list of other examples.
- Servant leadership and FCN. O'Brien (2011) is a great starting point for this exploration.
- Is nursing a vocation? Profession only? Both? O'Brien (2011) is a good starting point for this issue.
- The FCN from the viewpoint of the congregation.
- The role of the FCN in Complementary and Alternative Medicine
- Choose any of the above topics or a topic of your own choosing (consult with instructor) and relate it to a nursing theory. Shelly and Miller (2006) and Hickman (2006) can be a starting point for this inquiry.

Assignment: Diverse Faith Traditions Seminar

Choose a faith tradition that is different from your own:

Judaism: Orthodox, Conservative, Reconstructionist, Reformed

Christianity: Roman Catholic, Orthodox Church, Episcopal Church in America (Anglican Church), Moravian, Lutheran, United Church of Christ, Methodist, Presbyterian, Baptists, Mennonites, Brethren, Amish, Unitarian Universalists, Quakers,

African American Churches, Others include: Mormon (church of Latter-day Saints), Jehovah's Witness, Christian Scientists, Adventists, Pentecostalism

Islam

Hinduism

Buddhism

For the seminar, be prepared to discuss by comparing and contrasting to your own faith tradition:

- Basic doctrine: what elements of faith are part of this faith tradition? one God, more than one God? Who leads or teaches the doctrines?
- Important rituals/sacraments are part of religious expression
- View of illness
- How is healthful living supported
- Any aspects of the tradition that impact the family or cultural life of the congregation?

Use your textbook as a starting point. At the end of the night please provide the course instructor with the talking points that you were planning to share with the group and a bibliography of resources you used to prepare for the seminar.

Assignment: Faith Community Nursing Project and Presentation

Students will partner with an existing faith community nurse or faith community to develop a project which is planned and implemented (if possible) during the semester. Projects can have a health promotion/disease prevention focus (e.g. children's health fair, health screenings, adult health education), be focused on an initial faith community assessment, chronic illness management, or other areas that fall under the scope and standards of FCN practice. At the conclusion of the semester students will present their project to the class via a poster presentation or podium presentation. Provide references for your choice of project and implementation; see the rubrics on blackboard for how the assignment will be evaluated.

Activities and Discussion

This course has been created to provide the student with the tools needed to begin to understand and develop a foundation in spiritual caring and FCN. As such, students will be expected to read and prepare for discussion, involvement in seminars, activities and other presentations. Readings are recommended, and also suggested, these suggested readings are just that, suggested, students may decide to read other literature that they feel is part of their personal tool development/study of faith community nursing. Please bring this information to class and help to inform your colleagues. Here are a few of the activities/discussions questions for consideration.

Activities/Discussion Questions for Week 3

1. Reflect on how concepts of caring were addressed in previous nursing courses or past nursing curriculum. Are these concepts evident to you in current nursing practice?
2. What historical events are shaping this decade and impacting nursing education? For RNs in the course, can you share any historical events from your first experience in nursing education that had an impact on your education at that time?
3. Where are you in the process of defining person, health, environment, and nursing, as part of a personal philosophy of nursing? Is this connected to a nursing theory? Is this connected to the philosophy and definitions from the Department of Nursing here at Moravian College? (Check the philosophy for definitions and the CHIP components in the student handbook)
4. Reflect on a recent clinical or practice experience and consider what might be different, if you approached it from Hickman's Philosophical Base for Faith Community Nursing in Chapter 1.
5. Ask 2 people that are different from you (age, race, ethnicity, socioeconomic status) the following questions:
 - a. What is health?
 - b. What do you do to stay healthy?

Activities/Discussion Questions for Week 4

From Chapter 2:

1. Discuss four specific nursing interventions that you could use to integrate faith and health in a client situation. Newfield et al. may help with this.
2. Reflect on the content required for preparation as a FCN and consider this content in relation to your own nursing education. Are there content areas you need more preparation in? Reviewing Standard 8 in the Scope and Standards of FCN practice and the section on educational preparation may also help with this.
3. Reflect on your personal experiences in nursing when you acted in the role of client advocate. Consider your comfort level and success (or lack of success) in carrying out this role.

From Chapter 4:

1. Identify challenges in initiating a new faith community nursing program. Which do you see as most challenging?
2. Reflect on the list of volunteers (Box 4-2). How do you identify, educate, recruit, and sustain these volunteers?

Week 5 Activities/Discussion

Assessment of the Faith Community and Geopolitical Community

For class this week, conduct a Walk-about Assessment of a faith community, or a Windshield Survey of the community surrounding a faith community. Use your assessment information and look up the population demographics and vital statistics on sites such as:

US Census site: www.census.gov

The National Center for Health Statistics <http://www.cdc.gov/nchs/>

Behavioral risk factor surveillance system <http://apps.nccd.cdc.gov/brfss/>

PA Department of Health Website

http://www.portal.health.state.pa.us/portal/server.pt/community/health_statistics_and_research/11599

Write three nursing diagnoses in the format described by Hickman (2006) p. 99:

Risk of _____ among _____ related to _____.

What aspect of the walk-about or windshield survey connected with the vital statistics you reviewed?

What types of data would you collect related to these diagnoses if you were conducting a congregational assessment? How would you collect it?

Prioritize your diagnoses and tell the group why you prioritized in this manner.

Activities/Discussion Week 11

1. Think about your FCN project, and come with some ideas for where to fund it, the textbook has a number of websites at the end of Ch. 14 to consider.
 - a. Write a problem statement for your project.
 - b. Consider sustainability of the project.
 - c. What capacity issues would you want to describe for the potential funding source?
 - d. How would you propose to evaluate the effectiveness of the project?
2. What data should the FCN collect prior to researching public and private funding sources?

The syllabus is subject to change, please check Blackboard and email on a daily basis to keep current with the course and any changes.