



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



### NURS 332RN: Embracing the Dynamic and Challenged Communities Spring 2013

1.14.13

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Room 222 (610) 861-1608  
**Secretaries:** Tina Sanchez 861-1660/Hamilton Hall 102  
**Faculty Office Hours:** Before and after weekly class or usually at MC Monday, Thursday & Friday (11:00 AM – 3:00 PM, other times by appointment).  
**Class meets:** Wed., 5:00p.m. – 8:00p.m. PPHAC 301 Class Sessions alternate with in-classroom and outside classroom project work. See course calendar for further details.

#### Catalog/Course Description

This course provides a foundation to facilitate community health nursing and is based on the synthesis of nursing knowledge and public health science. Emphasis is on partnerships and collaborations in health promotion and disease prevention programs for communities. The course includes 50 hours of project work.

#### Program Philosophy

The process of learning involves accountability, diversity, mutual respect, openness, honesty and a reality base. The core components for the curriculum are Community, Holism, Inquiry & Professionalism (CHIP). These core components provide the foundation for the program and learning outcomes and are detailed in the Student Handbook. <http://home.moravian.edu/public/Nursing/HandbooksPage.html>

#### Objectives:

After completing requirements for this course, the student will:

1. Identify professional nurse roles that meet the emerging health needs of communities.
2. Discuss epidemiological patterns and determinants of health at the local, state, national and international level.
3. Integrate concepts from biological, psychological, socioeconomic, and nursing disciplines in developing community programs for diverse populations across the life span.
4. Examine phenomena within local and regional community populations which influence health practices, health services, and health care policies.
5. Utilize current evidence-based community/public health nursing strategies to develop interventional programs.
6. Engage in health promotion/disease prevention program projects focused on diverse client communities at the local, state, national and/or international level which promotes safe, quality client care.

#### Course Credits/Units/Hours:

Course Units: 1  
Theory Hours: 3 hrs weekly class + 3-4 hrs reading/independent study  
Clinical Project Hours: 50 hrs total over the semester

**Prerequisites:** Admission to the major or permission of School of Nursing including RN PA licensure and NURS 324

#### Required Textbooks:

American Psychological Association (2010) Publication manual of the American Psychological Association. (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.  
Stanhope, M. & Lancaster, J. (2010). Foundations of nursing in the community (3<sup>rd</sup> ed.). St. Louis: Mosby.

#### Journal Articles:

Syme, S. L. (2004). Social determinants of health: The community as an empowered partner. Preventing Chronic Disease, I. Retrieved July 28, 2008.

<http://www.cdc.gov/pcd/issues/2004/jan/toc.htm>

### **College Statement on Student Disability**

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 should also contact their advisor prior to moving forward with this request.

The course syllabus is subject to change at the discretion of the instructor.

### **Course Requirements:**

1. Class attendance is an expectation. Students are expected to be prepared and attend class sessions as scheduled. This includes completing reading assignments prior to attending class. Entering the classroom late is a distraction to the class. Personal vacations/travel should not be scheduled during the semester so that class absences might be reserved for occasions of personal/family illness or demands. Participation in discussion is a component of learning engagement in the classroom. Rubric guidelines for engagement are posted on the BB. A student who is unavoidably absent from scheduled classes may request an alternative assignment in order not to have their participation grade impacted.
2. Education is a privilege and a personal/community investment therefore learning time is to be respected by students/faculty.
3. If unable to attend a class, please contact the faculty via email or phone prior to the class. An alternative assignment to classroom discussion may be requested. Students are responsible for obtaining any notes, handouts, or other class items from classmates.
4. Students are expected to participate in all class sessions and assume self responsibility for engaging in and directing their own learning. The instructor is a learning coach resource to guide students in assignments and projects. Much of the learning work will occur through independent and collaborative investigation/study and project assignments therefore lecture material is limited.
5. Learn to navigate the course Blackboard. Utilize resources on the Blackboard as relevant and appropriate to your learning. Keep abreast of course announcements and changes. Use the assigned college e-mail address with Internet access. Keep in mind some media links on Blackboard will only view from an MC on campus access due to copyright licenses, when possible an original will be placed on Estes Library reserve.
6. Assignments being submitted electronically must be compatible with the instructor's Word 2003 program otherwise it may not be opened. It is the student's responsibility to submit work by the due date either electronically or manually.
7. Students are required to engage in team work on assigned projects (50 hours/semester) outside of the class meetings. Two students will establish a work team. In the event a team colleague does not work consistently in the team, it will be the team's responsibility to manage the situation. Projects are determined based on available community partnership needs/issues.
8. Evidence of plagiarism or academic dishonesty will be handled according to the college policy on academic honesty. This policy is described in the Moravian College Student Handbook. 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, cutting and pasting from Internet sources without appropriate citation, to purchasing a paper from the Internet or a professional writing service. Be advised that submitted written work is scanned by the instructor electronically for plagiarism from published literature.
9. College policy will be followed relative to inclement weather. Please check the College web-site or call (610) 625-7995 for any announcements relative to weather and the cancellation of class
10. APA format is required for all written assignments. Students are required to read the "Ethical Standards for the Reporting and Publishing of Scientific Information" in the *Publication manual of the American Psychological Association, 2010* (6<sup>th</sup> ed),

### **Methods of Evaluation:**

Project mentors from participating community agencies will contribute to student performance evaluation. The instructor will have the final evaluation decision. The evaluation of student performance in this course is based on

the instructor's expertise in content and practice. Students have the prerogative of discussing their concerns relative to the instructor's evaluation judgments.

|                                                                                                                                       |             |
|---------------------------------------------------------------------------------------------------------------------------------------|-------------|
| • Scholarly paper on Global Health Issue (topics per WHO )                                                                            | 15%         |
| • Formal paper on Community Health Problem/Solutions                                                                                  | 15%         |
| • Scientific Scholarly Paper* or Poster*/Project Team                                                                                 | 20%         |
| • Community Programming/Group Project (Group/Paper/Poster)<br><i>(Includes evidence based practice component, biweekly reports/6)</i> | 30%         |
| • Formal Project Group Oral Presentation                                                                                              | 10%         |
| ▪ Class engagement/contributions (attendance/participation based)                                                                     | 10%         |
| Alternative assignments available for absences                                                                                        |             |
| <b>Total</b>                                                                                                                          | <b>100%</b> |

\* Depends on project phase whether a paper or poster is required, poster expense is the responsibility of the students. Posters produced by St. Luke's University Health Network Media Services is provided without charge upon camera ready submission.

**Grading** both classroom and project assignments are expected on or before their due date. If assignments are submitted late, five points per day will be deducted from the grade.

1. The grading scale is as follows:

|            |            |            |
|------------|------------|------------|
| A = 93-100 | B- = 80-82 | D+ = 67-69 |
| A- = 90-92 | C+ = 77-79 | D = 64-66  |
| B+ = 87-89 | C = 73-76  | D- = 61-63 |
| B = 83-86  | C- = 70-72 | F = <60    |

2. A suggested guideline for the project papers/posters along with the grading rubric will be posted on the course Blackboard under the section **Assignments**.
3. Any student with a physical, psychological, medical, or learning disability should contact the Coordinator of the RN BS Program to arrange for appropriate support services to be able to meet the requirements of this nursing course.
4. Project assignments are not optional. Failure to complete project work with assigned work groups will result in a grade of zero for the individual.

### Topical Outline

- Historical aspects of public health and primary health care systems
  - Public Health
  - Public Health Agencies
  - Community as Client
  - Aggregate Populations
  - Global Health
    - Focus on Risk Population of choice
- Assessment of the Client/Community
  - Assessment, diagnosis, intervention, evaluation
  - Local, regional, national, international levels
  - Models for Practice
    - Safety
    - Quality
  - Neuman Systems Model (NSM) in Community
- Problem Solving and Community Groups
  - Partnership
  - Collaboration
  - Group Process & RN Roles (practitioner, educator, coordinator, advocate, counselor)

- Models of Practice
- Research & evidence based practice in community
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- Key Concepts in the Community
  - Ethics
  - Economics
  - Government
  - Vulnerability/Groups in Community
  - Powerlessness & Empowerment
- Epidemiology
  - Concepts of Epidemiology
  - Designing, Implementing, and evaluating Control Strategies
  - Epidemiologic Models
  - Prevention of Communicable Disease
- Emerging Community Health Need and Professional Nurse Roles
  - Health Care Reform & Future Health Care Delivery
- Health Promotion/Health Maintenance/Disease Prevention Programming in the Community
  - Assessment/Priority
  - Program Models (Evidence Based Practice)
  - Program Development
  - Program Management
  - Program Implementation Strategies
  - Outcome Evaluation

### **Aggregate Populations & Program Potential Project Topics**

*(50 hours of Team Project Work)*

Agency Mentors for Projects:

Suzanne Madaza, Bethlehem Health Bureau (BHB), Project Consultant  
 Sherri Penchishen, Director, Health Education/Planning Programs, BHB  
 Dr. Michele August-Brady, Assoc. Prof & Dr. Pamela Adamshick, Assoc Prof., SLH SON at MC  
 Stephanie Oakley, Immunization Program, BHB  
 Marcie Lightwood, Trinity Church Soup Kitchen

### **GROUP PROJECTS – See description sheets for details**

#### **Pending finalization**

- Homeless Bethlehem –Intervention, August-Brady & Adamshick/Lightwood, PHASE III, Bethlehem Area Churches
- Suicide Prevention/Yellow Ribbon Campaign, Intervention, BHB, Penchishen, PHASE II at Easton High School
- Adult Immunization Intervention –Intervention, BHB, PHASE II, Oakley
- Obesity Prevention, Walking Across America, Design/Planning, BASD, PHASE II, Hawkins & Gotwals
- William Penn Elementary School, Obesity Prevention, Playground Project, BHB, Penchishen, PHASE II.

**Project Work:** While students in this course are not engaged in direct individual practice service provision, community practice/service via projects and data collection in vulnerable populations is required. Therefore, Project Proposals and activities will need the appropriate Partnership Agency, Moravian College Institutional Research Review Board approval, or both prior to new project data collection or implementation. See BB links to St. Luke’s and Moravian College’s human subject research review process.

When students are in the community or partner agencies, SON name pins are required. A SON name badge will be provided by the course instructor. Students in this course are reminded that while engaged in

project work in the community, you represent Moravian College and the St. Luke's School of Nursing, but not St. Luke's University Hospital or any other hospital/agency where you might be employed. Professional business dress appearance appropriate to community based nursing practice is expected. Clinical scrubs are inappropriate in this setting. Standard professional white/solid colored uniforms are acceptable.

*End of Course Syllabus*