

Moravian College
Nursing Department
NURS 332RN: Embracing the Dynamic and Challenged Communities
Fall 2013

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Class meets: Wed 5-7 PM Classroom:	Course Credits/Unit/Hours Course Units: 1 Theory Hours: 3 Project hours: 50

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.

Prerequisites: NURS 324

Required Textbooks:

American Psychological Association (2010) Publication manual of the American Psychological Association. (6th ed.). Washington, DC: American Psychological Association.

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

Journal Articles:

Syme, S. L. (2004). Social determinants of health: The community as an empowered partner. Preventing Chronic Disease, 1. Retrieved July 28, 2008. <http://www.cdc.gov/pcd/issues/2004/jan/toc.htm>

Required Videos:

DreamWorks Pictures (2009). *The Soloist*.

California Newsreel with Vital Pictures. Presented by the National Minority Consortia. (2008). *Unnatural Causes:*

Is Inequality Making us Sick? Film website: www.unnaturalcauses.org or www.newsreel.org

Videos are available on blackboard course homepage under Media Links tab. They are available for view on campus only. Please plan viewing time accordingly for assignments.

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.

Course Requirements:

1. Philosophy for adult learning NU332 class
Education is a privilege and a personal/community investment therefore learning time is to be respected by students/faculty. Students are expected to participate in all class sessions and assume self responsibility for engaging in and directing their own learning. The instructors are learning coaches and resources 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.
2. Nursing Department Attendance Policy
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.

If unable to attend a class, please contact the faculty via email or phone prior to the class. Students are responsible for obtaining any notes, handouts, or other class items from classmates. A student who is unavoidably absent from scheduled classes may request an alternative assignment to minimize impact to participation grade.
3. Electronic course resources
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. 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.
4. Classroom etiquette
Students are reminded of the importance of respect and courtesy towards others. As a courtesy to your colleagues, phones must be in 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 faculty, project mentors and peers. If you are unable to keep an appointment, please be considerate and notify others of your need to cancel and reschedule.
5. NU 332 Projects
Students are required to engage in team work on assigned projects (50 hours/semester) outside of the class meetings. Two – four 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.
6. Academic Honesty
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 may be scanned by the instructor electronically for plagiarism from published literature.

7. Inclement Weather
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
8. Written assignment format
APA (6th ed.) 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 APA Manual

Methods of Evaluation:

• Vulnerability seminar worksheet	5%
• Scholarly paper on WHO Global Health Issue	20%
• Community Assessment	20%
• Community Health Nursing Interview (paper and informal class presentation)	15%
• Evidenced Based Practice Seminar (annotated bibliographies and presentation)	10%
• Community Programming/Group Project (presentation and notebook)	20%
▪ Project reports (3 @ 2% ea.)	6%
▪ Participation	4%
Total	100%

Grading: all assignments are expected on or before their due date. If 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 = 64-66
B+ = 87-89	C = 73-76	D- = 61-63
B = 83-86	C- = 70-72	F = <60

Please note that it is within the instructors’ purview to apply qualitative judgement in determining grades for any assignments and for the final grad for the course.

The course syllabus is subject to change at the discretion of the instructors, notification will take place via electronic communication.

Topical Outline

Date	Topic	Assignments
August 28	Introductions Course Overview Foundational Concepts of Nursing in the Community: Community-Oriented Nursing Community-Based Nursing Community Assessment and Evaluation Community Projects and Teams	Course Syllabus and Directives Blackboard S & L Ch. 1 S & L Ch. 12 Gordon’s Functional Health Patterns applied to the community (on blackboard) Student select and negotiate project teams Project groups meet in teams Assignments for coming weeks: Plan to view these videos in preparation for class

		discussions as noted: <i>The Soloist</i> <i>Unnatural Causes: Is Inequality Making us Sick?</i>
September 4	Project Mentors Panel Discussion Guest facilitator: Dr. Janet Sipple Meet with Project Teams and Project Mentors History of Public Health Nursing and Public Health System	Signed contract due today S & L Ch. 2
September 11	Program management Vulnerability and Vulnerable Populations: An Overview Determinants of Health Powerlessness Empowerment Community Health Workers Brainstorm on Interview assignment	S & L Ch. 16 S & L Ch. 21 See worksheet on blackboard for assigned readings and links. Complete the assigned readings and write responses to questions posed in the seminar packet prior to class. This packet is found in course documents, classroom folder on blackboard. A hard copy must be turned in at the end of class
September 18	Challenged communities <ul style="list-style-type: none"> Rural and Migrant health Homelessness, Poverty, Mental Illness and Teen pregnancy Health Risks Across the Lifespan 	Discussion of: In Sickness and In Wealth (Unnatural Causes documentary). In class, we will view and discuss the episode: Becoming American S & L Ch. 22 S & L Ch. 23 S & L Ch. 20 Discussion of <i>The Soloist</i> in class
September 25	Definitions of Health Health Promotion and Disease Prevention Health Education and Health Literacy Healthy People 2020 Global Health: WHO Millenium Development Goals Brainstorm on Global Health Paper	Ask 2 people who are not your age or race/ethnicity: What is health? What do you do to stay healthy? S & L Ch. 11 Review these websites and make connections to the course/project for class discussion http://www.healthypeople.gov/2020/default.aspx http://www.who.int/topics/millennium_development_goals/about/en/index.html Project Report # 1 due at end of class (includes two journal articles/team member)
October 2	Community Assessment Presentations	Copy of presentation and bibliography due at end of class
October 9	Epidemiology Infectious Disease Prevention and Control	In class, we will view and discuss the episode: Place Matters from the Unnatural Causes documentary S & L Ch. 9 S & L Ch. 26
October 16	The US Health and Public Health Care Systems Nursing Practice at the Local, State, and National Levels in Public Health The Faith Community Nurse The Nurse in Home Health and Hospice	S & L Ch. 3 S & L Ch. 28 Suggested reading: S & L 29 S & L 30

	The Nurse in Schools The Nurse in Occupational Health Presentations/Discussion of Interviews	S & L 31 S & L 32 Community Health Interview assignment due at end of class
October 23	Janet Sipple lectureship 530 PM Foy Concert Hall, South Campus (arrive by 5:00 pm)	Posting on threaded discussion on blackboard – see directions on thread for posting requirements Project Report # 2 due by midnight today
October 30	Violence and Human Abuse (student presentations)	S & L Ch. 25 S & L Ch. 10 EBP powerpoint presentation by Dr. Kerry Cheever, on blackboard 4-5 EBP presentations
November 6	Substance Abuse (student presentations)	S & L Ch. 24 S & L Ch. 10 EBP powerpoint presentation by Dr. Kerry Cheever, on blackboard 4-5 EBP presentations
November 13	Disaster Management (student presentations)	S & L Ch. 14 S & L Ch. 10 EBP powerpoint presentation by Dr. Kerry Cheever, on blackboard 4-5 EBP presentations Global Health Paper due at end of class
November 21	Environmental Health (student presentations)	S & L Ch. 6 S & L Ch. 10 EBP powerpoint presentation by Dr. Kerry Cheever, on blackboard 4-5 EBP presentations Project Report # 3 due at end of class
November 28	Thanksgiving break	
December 4	Presentation practice with peer input	Class Prep: Project Presentation materials (see BB) <ul style="list-style-type: none"> • Outline of presentation • Oral presentation guidelines and tips • Preparing & using PowerPoint in presentation • Mentor approval/of content • Practice for presentation
December 11	Reports to the Community 5:00-8:00 PM MC/ HUB, UBC Room Families, colleagues, agency collaborators are welcomed and encouraged to attend.	Final Project Notebooks due at end of class