

**Moravian College**  
**Nursing Department**  
**NURS 332RN: Embracing the Dynamic and Challenged Communities**  
**Spring 2016**

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**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.

**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.

**Ethos Statement:**

Grounded in local and global partnerships, nursing at Moravian blends compassionate art with scientific inquiry to achieve a transformative education deeply rooted in a rich liberal arts tradition. At its core the program seeks to develop students who are acutely aware of the world in which they live and their responsibilities of living in a global, inter-dependent community. The program cultivates a professional nurse graduate who values lifelong learning and service to others within a framework of social justice.

**Prerequisites:** 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. (2014). Foundations of nursing in the community (4th 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](http://www.unnaturalcauses.org) or [www.newsreel.org](http://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.**

“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.”

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

Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located in the lower level of Monocacy Hall, or by calling 610-861-1401. Accommodations cannot be provided until authorization is received from the Academic Support Center.

### **Course Requirements:**

1. Philosophy for adult learning NU322 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 322 Projects  
Students are required to engage in teamwork on assigned projects (50 hours/student) 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 (6<sup>th</sup> 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:**

• Community Health Nursing Concepts of Vulnerability seminar worksheet	5%
• Scholarly paper on WHO Global Health Issue	20%
• Community Assessment Group Project/Presentation	20%
• <b>Community Health Nursing Interview (paper and informal class presentation) or</b>	<b>20%</b>
• <b>Evidenced Based Practice Seminar (annotated bibliographies and presentation)</b>	
• Community Programming/Group Project (presentation and notebook)	20%
▪ Project reports (3 @ 3.3% ea.)	10%
▪ Participation	5%
<b>Total</b>	<b>100%</b>

**Grading:**

Assignments are expected on or before their 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- = 80-82.99	D+ = 67-69.99
A- = 90-92.99	C+ = 77-79.99	D = 63-66.99
B+ = 87-89.99	C = 73-76.99	D- = 60-62.99
B = 83-86.99	C- = 70-72.99	F = 59.99 and below

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.

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
Jan 20 <sup>th</sup>	Introductions Course Overview Foundational Concepts of Nursing in the Community:	Course Syllabus and Directives Blackboard S & L Ch. 1 S & L Ch. 12

Jan 20 <sup>th</sup> continued	Community-Oriented Nursing Community-Based Nursing Community Assessment and Evaluation  Community Projects and Teams	Gordon's Functional Health Patterns applied to the community (on blackboard)  <b>Student select and negotiate project teams</b> <b>Assignments for coming weeks: Plan to view these videos in preparation for class discussions as noted:</b> <i>The Soloist</i> <i>Unnatural Causes: Is Inequality Making Us Sick?</i>
Jan 27 <sup>th</sup>	Project Mentors Panel Discussion Meet with Project Teams and Project Mentors History of Public Health Nursing and Public Health System	<b>Signed contract due today</b>  S & L Ch. 2
<b>Feb 3<sup>rd</sup></b>	<b>No Class meeting - *See Feb 4<sup>th</sup></b>	<b>Mandatory Attendance</b> <b>Nursing Career Social</b>
<b>Feb 4<sup>th</sup></b>	<b>The Nursing Career Social</b> <b>Location: The HUB (Prosser Auditorium and Air Products Room)</b>	<b>4:00 – 7:00 p.m.</b> <b>Attendance Mandatory</b>
Feb 10 <sup>th</sup>	Program management Vulnerability and Vulnerable Populations: An Overview Community Health Nursing Concepts <ul style="list-style-type: none"> <li>• Determinants of Health</li> <li>• Powerlessness</li> <li>• Empowerment</li> </ul> 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. <b>A hard copy must be turned in at the end of class</b>
Feb 17 <sup>th</sup>	Challenged communities <ul style="list-style-type: none"> <li>• Rural and Migrant health</li> <li>• Homelessness, Poverty, Mental Illness and Teen pregnancy</li> <li>• Health Risk Across the Lifespan</li> </ul>	<b>Discussion of <i>Unnatural Causes: In class, we will discuss the episode: Becoming American</i></b> S & L Ch. 22 S & L Ch. 23 S & L Ch. 20 <b>Project Report # 1 due at end of class from each student individually (includes two journal articles/team member name)</b>
Feb 24 <sup>th</sup>	Definitions of Health Health Promotion and Disease Prevention  Health Education and Health Literacy Healthy People 2020 Global Health: WHO Millennium Development / Sustainability Goals  Brainstorm on Global Health Paper	<b>Ask 2 people who are not your age, race or ethnicity: What is health? What do you do to stay healthy?</b> S & L Ch. 11 Review these websites and make connections to the course/project for class discussion <a href="http://www.healthypeople.gov/2020/default.aspx">http://www.healthypeople.gov/2020/default.aspx</a> <a href="http://www.who.int/topics/millennium_development_goals/about/en/index.html">http://www.who.int/topics/millennium_development_goals/about/en/index.html</a>  <b>Discussion of <i>The Soloist</i> in class</b>
March 2 <sup>nd</sup>	Community Assessment Presentations	<b>Copy of presentation and bibliography due at end of class</b>

March 16 <sup>th</sup>	Epidemiology Infectious Disease Prevention and Control	In class, we will discuss the episode: <b>Place Matters</b> from the Unnatural Causes documentary S & L Ch. 9 S & L Ch. 26 <b>Project Report # 2 due at the end of class from each student individually (includes two journal articles / team member name)</b>
March 23 <sup>rd</sup>	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 The Nurse in Schools The Nurse in Occupational Health  <b>Presentations/Discussion of RN Interviews</b>	S & L Ch. 3  S & L Ch. 28 Suggested reading: S & L 29 S & L 30 S & L 31 S & L 32 <b>Community Health RN Interview assignment due at end of class</b>
March 30 <sup>th</sup>	Violence and Human Abuse (student presentations)	S & L Ch. 25 S & L Ch. 10 EBP PowerPoint presentation by Dr. Kerry Cheever, on blackboard
<b>April 6<sup>th</sup></b>	<b>No Class Meeting</b>	<b>Work on projects</b>
April 13 <sup>th</sup>	Substance Abuse & Disaster Management (student presentations)	S & L Ch. 24 S & L Ch. 14 S & L Ch. 10 EBP PowerPoint presentation by Dr. Kerry Cheever, on blackboard <b>Project Report # 3 due at the end of class from each student individually (includes two journal articles / team member name)</b>
April 20 <sup>th</sup>	Environmental Health (student presentations)	S & L Ch. 6 S & L Ch. 10 EBP PowerPoint presentation by Dr. Kerry Cheever, on blackboard <b>Global Health Paper due at end of class</b>
April 27 <sup>th</sup>	Presentation (PowerPoint) practice with peer input	Presentation or your Project to your peers with a brief (5-10 min.) – by this class you should have a completed PowerPoint presentation of your project. Peers and course faculty will provide critique and input into potential questions that may be posed at the Community Presentation session. <b>Final Project Notebooks due at end of class</b>
May 4 <sup>th</sup>	<b>PowerPoint Presentations/Report to the Community 5:00-7:00 PM</b> Location: TBA Families, colleagues, agency collaborators are welcome and encouraged to attend.	