

FLORIDA ATLANTIC UNIVERSITY™

Undergraduate Programs—COURSE CHANGE REQUEST¹

UUPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: CHRISTINE E. LYNN COLLEGE OF NURSING	COLLEGE: NURSING
COURSE PREFIX AND NUMBER: NUR 4638	CURRENT COURSE TITLE: NURSING SITUATIONS IN COMMUNITY
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): SUMMER 2013	____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):

<p>CHANGE TITLE TO: POPULATION HEALTH: NURSING SITUATIONS</p> <p>CHANGE PREFIX FROM: _____ TO: _____</p> <p>CHANGE COURSE NO. FROM: _____ TO: _____</p> <p>CHANGE CREDITS ² FROM: _____ TO: _____</p> <p>CHANGE GRADING FROM: _____ TO: _____</p> <p>CHANGE WAC/GORDON RULE STATUS ³ ADD* _____ REMOVE _____</p> <p>CHANGE GENERAL EDUCATION REQUIREMENTS ⁴ ADD* _____ REMOVE _____</p> <p><small>*WAC and General Education criteria must be clearly indicated in attached syllabus. For WAC Guidelines: www.fau.edu/WAC. Please attach General Education Course Approval Request: www.fau.edu/deanugstudies/GeneralEdCourseApprovalRequests.php</small></p>	<p>CHANGE DESCRIPTION TO:</p> <p>. The emphasis of this course is on promoting the wellbeing of populations across the lifespan. Core public health functions, principles of epidemiology, theoretical models of cultural competency, determinants of health, health promotion, and disease and injury prevention are explored. Evidence-based clinical prevention responses including information technology, interprofessional collaboration, population focused advocacy partnerships, and the caring role of the professional nurse to improve population health and minimize the consequences of mass emergencies are addressed.</p> <p>CHANGE PREREQUISITE TO/MINIMUM GRADES TO: NUR3065, NUR3065L NUR4125</p> <p>CHANGE COREQUISITES TO*: NONE</p> <p>CHANGE REGISTRATION CONTROLS TO:</p>
--	---

Attach syllabus for ANY changes to current course information.

Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Please consult and list departments that might be affected by the change(s) and attach comments. ⁵
---	---

Faculty contact, email and complete phone number:
 Beth King bking@fau.edu 561-297-3249

<p>Approved by:</p> <p>Department Chair: <u>Sharon L. Stormie</u></p> <p>College Curriculum Chair: <u>Beth King</u></p> <p>College Dean: <u>Karoly Edwarka</u></p> <p>UUPC Chair: <u>J E My</u></p> <p>Undergraduate Studies Dean: <u>Edward Smith</u></p> <p>UFS President: _____</p> <p>Provost: _____</p>	<p>Date:</p> <p><u>3-19-13</u></p> <p><u>3-16-13</u></p> <p><u>3-15-13</u></p> <p><u>3/22/13</u></p> <p><u>3/27/13</u></p>	<ol style="list-style-type: none"> 1. Syllabus must be attached; syllabus checklist recommended; see guidelines and checklist: www.fau.edu/academic/registrar/UUPCinfo 2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf 3. WAC approval (attach if necessary) 4. Gen. Ed. approval (attach if necessary) 5. Consent from affected departments (attach if necessary)
---	---	--

Current Catalog Description

Nursing Situations in Community(NUR 4638) 3 credits

Corequisites: NUR 4638L

Study of nursing situations in the community with a focus on persons in families and groups.

**FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE SYLLABUS
FALL 2013**

COURSE NUMBER: NUR 4638

COURSE TITLE: Population Health: Nursing Situations

COURSE FORMAT: Live

COURSE CREDIT HOURS: 3 credit hours

COURSE SCHEDULE: Wednesdays 1:00 pm – 3:50 p.m. Location: TBA

PLACEMENT IN CURRICULUM: Required course offered in FALL semester of junior year
Fall semester

PREREQUISITES: NUR 3065, NUR 3065L, and NUR 4125

CO-REQUISITES: None

FACULTY: Karethy Edwards, DrPH, APRN, FNP-BC
Professor
Boca Raton Campus: Room 304
Phone: 561-297-3318
E-mail: edwardsk@fau.edu

OFFICE HOURS: TBA

COURSE DESCRIPTION:

The emphasis of this course is on promoting the wellbeing of populations across the lifespan. Core public health functions, principles of epidemiology, theoretical models of cultural competency, determinants of health, health promotion, and disease and injury prevention are explored. Evidence-based clinical prevention responses including information technology, interprofessional collaboration, population focused advocacy partnerships, and the caring role of the professional nurse to improve population health and minimize the consequences of mass emergencies are addressed.

COURSE OBJECTIVES: Upon completion of NUR 4638, the student will be able to create caring nursing responses in:

Becoming competent:

1. Assess protective and predictive factors, including genetics, which influence the health of families, communities, and populations. (SLO 2, 3, 4; Essentials I, VII).
2. Explore core public health functions, principles of epidemiology, determinants of health, health promotion, and disease and injury prevention. (SLO 3, 4, 8, 11, 14; Essentials V, VII).
3. Use evidence based clinical prevention practices to guide nursing responses to health teaching, health counseling, screening, outreach, disease and outbreak investigation, referral, and follow-up throughout the lifespan. (SLO 3, 8, 12; Essentials III, VII).
4. Apply theoretical models of cultural competency to promoting the wellbeing of populations. (SLO 3, 6, 7, 11; Essentials I, III).
5. Compare and contrast the public health infrastructures and the role of the professional nurse in other countries. (SLO 7, 13, 14, 15; Essentials II, V, IX).
6. Examine the impact of health policy on population wellbeing. (SLO 14, 15, 19; Essentials V, VI).
7. Incorporate information technology to improve the health of populations and minimize the consequences of mass emergencies. (SLO 9, 11, 13; Essentials IV, VII).

Demonstrating comportment:

8. Develop effective communication strategies to foster interprofessional collaboration and population focused partnerships to improve the health of populations across the lifespan. (SLO 9, 10, 16; Essentials IV, VI).

Becoming compassionate:

9. Examine the caring role of the nurse in promoting the health and wellbeing of populations across the lifespan. (SLO 5, 10, 11, 14; Essentials II, VII, IX).
10. Develop innovative caring responses to population health promotion, disease and injury prevention. (SLO 11, 12, 13; Essentials III, VII, IX).
11. Develop nursing responses that advocate for promoting and protecting the health of vulnerable populations. (SLO 14, 15, 16, 17; Essentials III, VI, VII, VIII, IX).

Becoming confident:

12. Integrate knowledge of self and an understanding of the wholeness of persons and connectivity with the environment to develop holistic responses to population focused care. (SLO 1, 12, 18; Essentials VII, VIII, IX).

Attending to conscience:

13. Examine ethical and political issues impacting the health of populations. (SLO 5, 6, 14, 15; Essentials VII, VIII).

Affirming commitment:

14. Describe the role and scope of practice of the professional nurse in providing safe, ethical, efficient, cost effective, quality care for populations across the life span. (SLO 5, 6, 13; Essential IX).
15. Develop culturally tailored and developmentally appropriate population focused health information to improve health literacy and promote wellbeing based on current evidence-based practice. (SLO 2, 7, 8, 11; Essentials I, III, IV, VII).

TEACHING STRATEGIES:

Teaching strategies include lecture, discussion, reading, films, nursing situations/responses, health literacy, health messages, group presentations, and innovative caring in the community learning project.

GRADING SCALE: A grade below C is not passing in the Undergraduate program.

93-100 = A	73-76 = C
90-92 = A-	70-72 = C-
87-89 = B+	67-69 = D+
83-86 = B	63-66 = D
80-82 = B-	60-62 = D-
77-79 = C+	0 – 59 = F

GRADING & EVALUATION METHODS:

Assignment	% Value	Due Date
Assignment 1: Write a one page typed reflection paper on Lillian Wald’s contribution to public health in the United States.	5%	Week 2
Quiz # 1	5%	Week 3
Assignment 2: <i>Complete Self-Study Modules - Continuing Education Activities: Self-Study Modules on Tuberculosis 1 – 5.</i> Submit your completed CEUs for modules 1-5	10%	
Quiz #2	5%	Week 5
Mid-Term Exam	15%	Week 8
Assignment 3: Write a Two paragraph typed reflection of the nursing situations in health promotion in selected populations.	5%	Week 9
Assignment 4: Develop a health message or health literacy sheet for a selected population to promote health behavior change using a theoretical evidence-based clinical prevention practice model.	5%	Week 11
Assignment 5: Class Presentation & Paper Innovations in Caring: Nursing Responses to Strengthen Community Capacity for Caring.	20%	Week 13
Quiz # 3	5%	TBD
Final Exam	25%	As scheduled

REQUIRED TEXTS:

Anderson, E. T. & McFarlane, J. (2011). *Community as Partner: Theory and Practice in Nursing (6th Ed.)*. Philadelphia: Wolters- Kluwer/Lippincott Williams & Wilkins.

RECOMMENDED TEXTS:

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

Roach, S. (2002). *Caring: the human mode of being*. Ottawa, Ontario: CHA Presses de L'ACS.

Meiers, S. & Brauer, J. (2008). Existential caring in the family health experience: a proposed conceptualization. *Scandinavian Journal of Caring Sciences*, 22(1), 110-117. DOI: 10.1111/j.1471-6712.2007.00586.x

COURSE SCHEDULE & TOPICAL OUTLINE:

WK #	TOPIC	ASSIGNMENTS
1	<p>Introduction to the Course:</p> <p>Public health principles & core functions;</p> <p>Community/Public health situations & responses</p> <p>Exemplar: Lillian Wald – Connecting Caring with Nursing Responses</p>	<p>Read: Anderson & McFarlane, Chapter 2</p> <p>View websites: http://www.hhs.gov/about/ http://www.hhs.gov/about/orgchart/ http://jwa.org/womenofvalor/wald</p> <p>Class Activity: Images of nursing in the community</p> <p>Looking ahead, bring your laptop computer to class for week 2.</p> <p>Assignment: Write a one page typed reflection paper on Lillian Wald's contribution to public health in the United States. Describe the impact of her work on our current society by providing examples.</p>
2	<p>Principles of Epidemiology:</p> <p>Epidemiological model, demographic measures, morbidity, mortality, incidence, prevalence, rates, ratios, proportions, relative risk factors, attributable risk, cause & association; odds ratio;</p> <p>health status indicators, control of disease in populations, determinants of health, screening & referral, sources of community health data</p>	<p>Read: Anderson & McFarlane, Chapter 3</p> <p>View websites: Fast-Facts from A-Z. Retrieved from http://www.cdc.gov/nchs/fastats/</p> <p>E-Stats. Retrieved from http://www.cdc.gov/nchs/products/hestats.htm</p> <p>Health United States: http://www.cdc.gov/nchs/hus.htm</p> <p>CDC Wonder. Retrieved from http://wonder.cdc.gov/</p> <p>Class Activity: Obtain epidemiological data impacting health and illness conditions.</p>
3	<p>Epidemiological Exemplar: HIV AIDS Evidence-based Responses</p>	<p>Read: Sutton et al (2009). A Review of the Centers for Disease Control and prevention's response to the HIV/AIDS crisis among Blacks in the United States, 1981–2009. Retrieved from</p>

		<p>http://www.cdc.gov/hiv/topics/aa/journals/sutton_et_al_ajph_2009.pdf</p> <p>View: HIV in the United States at a glance: Fact sheet. Retrieved from http://www.cdc.gov/hiv/resources/factsheets/us.htm</p> <p>Class Activity: View excerpts from film <i>And the Band Played on</i>.</p> <p>Assignment: Quiz # 1 on the film.</p>
4	<p>Infectious Diseases: Prevention, Screening, & Treatment</p> <p>Exemplars: TB, Influenza, Pneumonia & STIs</p>	<p>Read: Anderson & McFarlane, Chapter 10.</p> <p>View & Read: CDC's Core Curriculum on Tuberculosis: What the Clinician Should Know. Retrieved from http://www.cdc.gov/tb/education/corecurr/default.htm</p> <p>Class Activity: Identify trends in STIs at the national, state, county levels for selected populations. Submit at the end of class.</p> <p>Looking Ahead: Assignment: Complete Self-Study Modules - Continuing Education Activities: Self-Study Modules on Tuberculosis 1 – 5. Submit your completed CEUs for modules 1-5 in class during week 5.</p>
5	<p>Cultural Competence: Health Disparities; Health Literacy & Health Education</p>	<p>Read: Anderson & McFarlane, Chapter 7.</p> <p>Class Activity: View: <i>World's Apart</i> film clips. Participate: in discussion groups.</p> <p>Assignment: Quiz #2 over CDC CEU modules 1-5. . CEU's for modules 1-5 DUE week 5.</p>
6	<p>Mid-term Exam</p> <p>Nursing Situations: Health Promotion: schools, vulnerable populations, rural communities, urban Communities</p>	<p>Mid-Term Exam</p> <p>Read: Anderson & McFarlane, Chapters, 16, 18, & 21.</p> <p>Class Activity: Nursing responses in health promotion with diverse populations.</p> <p>Assignment: Write a Two paragraph reflection paper of the nursing situations in health promotion in selected populations. Submit week 7.</p>
7	<p>Caring for Families: Assessment, Empowerment & Healing</p> <p>Caring for the Community: Assessment & Responses; Public Health Policy & Advocacy</p>	<p>Read: Anderson & McFarlane, Chapters 6, 8 & 11</p> <p>View websites: Affordable Care Act Snap shop Retrieved from http://www.whitehouse.gov/snapshots/expanding-access-affordable-health-care</p> <p>Child Stats. Retrieved from: http://childstats.gov/</p> <p>Creating a family history. Retrieved from http://www.nlm.nih.gov/medlineplus/podcast/transcript123112.html</p> <p>Find a Federally Qualified Center:</p>

		http://findahealthcenter.hrsa.gov/Search_HCC.aspx Class Activity: Discuss key aspects of the Affordable Care Act and ANA's response.
8	Health Behavior Change Theories & Population Focused Caring; (weight control, physical activity, nicotine management); Evidence-based clinical prevention practice model.	Read: Class handout. Class Activity: Nursing responses to health behavior change and health education. Looking Ahead: Assignment: Develop a health message or health literacy sheet for a selected population to promote health behavior change using a theoretical evidence-based clinical prevention practice model. Due week 11.
9	SPRING BREAK	
10	Environmental Health	Read: Anderson & McFarlane, Chapter 4 Class handout. Class Activity: Nursing Responses to critical environmental health conditions
11	Emergency Preparedness	Read: Anderson & McFarlane, pp. 141-152. Class Handout. Class Activity: Nursing Responses to disaster situations. Assignment: Health Message or Health Literacy Sheet is due.
12	Global Health	Read: Anderson & McFarlane, Chapter 1. & TBA Class Activity: Global health situations and nursing responses.
13	Immunizations & Continuity of Care	Read: Class Handout View website: Immunization schedules. Retrieved from: http://www.cdc.gov/vaccines/schedules/ Evidence of the Chronic Care Model in the new millennium Retrieved from: http://content.healthaffairs.org/content/28/1/75.full.pdf+html Class Activities: Nursing situations addressing immunizations & continuity of care
14	Quiz # 3 Class Presentation & Paper Innovations in Caring: Nursing Responses to Strengthen Community Capacity for Caring	Assignment Quiz # 3 Class presentations of your Innovations in Caring: Nursing Responses to Strengthen Community Capacity for Caring Paper/Presentation
15	Class Presentation & Paper Innovations in Caring: Nursing Responses to Strengthen Community Capacity for Caring.	Class presentations of your Innovations in Caring: Nursing Responses to Strengthen Community Capacity for Caring
16 April 24	Final Exam	

COURSE ASSIGNMENTS

Assignment 1: Write a one page typed reflection paper on Lillian Wald's contribution to public health in the United States. Describe the impact of her work on our current society by providing examples. Use APA format for this paper.

Assignment 2: *Complete* Self-Study Modules - Continuing Education Activities: *Self-Study Modules on Tuberculosis* 1 – 5. Submit your completed CEUs for modules 1-5.

Assignment 3: Write a Two paragraph typed reflection of the nursing situations in health promotion in one selected population. Use APA format for this paper.

Assignment 4: Develop a health message poster or health literacy sheet (one typed page) for a selected population to promote health behavior change using a theoretical evidence-based clinical prevention practice model. Students may work individually or in groups of 3 or 4.

Assignment 5: Class presentations & Paper: Innovations in Caring: Nursing Responses to Strengthen Community Capacity for Caring. Develop a 5 page paper and Poster Presentation on your Innovations in Caring: Nursing Responses to Strengthen Capacity for Caring. Students may work individually or in groups of 3 or 4 to develop an innovation related to any of the issues/situations in this course. The paper must include background and significance of the situation/issue, impact on the community, and innovative response to strengthen the capacity for caring.

Quizzes: There will be 3 in class quizzes. There are no make ups for quizzes.

Exams: There are two exams scheduled, Mid-Term and Final exams. Each exam will include material from assigned readings, websites, films, lectures, and topical class activities.

Late Assignments: No late assignments will be accepted without 24 hours of prior notification to the faculty before the assignment is due.

COLLEGE OF NURSING POLICIES

Policies below may be found in:

- a). The faculty reserves the right to make changes in course content and requirements.
- b). The Christine E. Lynn College of Nursing Undergraduate Handbook located at:
<http://nursing.fau.edu/index.php?main=3&nav=526>
- c). Florida Atlantic University's Academic Policies and Regulations
<http://www.fau.edu/academic/registrar/catalogRevs/academics.php> and
<http://www.fau.edu/regulations>

CODE OF ACADEMIC INTEGRITY:

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see:
http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. **ANY** act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton – SU 133 (561-297-3880), in Davie – MOD 1 (954-236-1222), in Jupiter – SR 117 (561-799-8585) or at the Treasure Coast – CO 128 (772-873-3305), and follow all OSD procedures.

INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of “F” from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of “I” (incomplete). This must be changed to a grade other than “I” within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the final course grade as a direct result of such absence.

RELIGIOUS ACCOMMODATION:

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University’s established grievance procedure regarding alleged discrimination. **USE OF STUDENT COURSE MATERIAL** The Christine E. Lynn College of Nursing may use students’ course- related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.



CHRISTINE E. LYNN COLLEGE OF NURSING
STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

April 2012