



**Point Loma
Nazarene School
of Nursing**
**NSG 420 Caring
Faithfully in the
Community**
4 Units

Summer 2018

Meeting days: Thursday	Instructor contact info Jennifer King RN MSN CNS PHN Associate Faculty Professor jking1@pointloma.edu © 805-234-0822
Meeting times: 1800-2200	
Meeting location: Mira Costa Community College Horticulture Building Room 7003	
Placement: - RN-BSN, Term 3	Office location and hours: *Office hours by appointment. To make an appointment, please email instructor with at least 2 possible dates/times. The instructor will respond with confirmation of a specific appointment date/time.
Final Exam: n/a	

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

SON Vision Statement

The School of Nursing at Point Loma Nazarene University embraces, as a covenant, the commitment to excellence within a dynamic Christian environment in which each one will engage in the sacred work of nursing. This sacred work involves symbolically removing one's shoes in service of others.

Take off your sandals for the place you are standing is holy ground. Exodus 3:5 NIV **SON Mission Statement**

The School of Nursing at Point Loma Nazarene University exists to support the university Wesleyan mission and to provide an interdisciplinary learning program of excellence. Graduates of the SON are distinctly identified by grace, truth and holiness, serving others after the example of Christ, as they are sent to fulfill their calling as professional nurses.

So He got up from the meal, took off His outer clothing, and wrapped a towel around His waist. After that, He poured water into a basin and began to wash His disciple's feet, drying them with a towel that was wrapped around Him. John 13: 4-5 NIV

Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. I have set you an example that you should do as I have done for you. John 13: 14-15 NIV

Faculty reserves the right to make necessary schedule changes to this syllabus as the semester progresses.

Every attempt will be made to minimize the inconvenience to the student in the event of a change to the syllabus. Students will be notified of changes via Canvas announcement section, with accompanying email notification, in a timely manner.

COURSE DESCRIPTION

NSG 420 Caring Faithfully in Community (4 units)

This course introduces the role of the nurse within the context of Christian service and caring. Students will explore the environmental, multi-cultural, and global issues related to nursing in the community as a vocational calling. The focus is on the health of populations with emphasis on epidemiology, health promotion, health protection, disease prevention, health policy, health care delivery systems, and cultural competency.

Pre-requisite: Active California RN License. Completion of NRS 350/351, SCL 302, WRT300, NRS360, BST304

Co-requisite: NSG 421 (1 unit) Caring Faithfully in Community: Practicum

Note: A minimum grade of "C" must be achieved in all co-requisite courses in order to progress in the program.

PROGRAM VALUES & COURSE LEARNING OUTCOMES

<p align="center">NSG 420 - Caring Faithfully in the Community</p>	<p align="center">NSG 421 – Caring Faithfully in the Community Practicum</p>
<p>I. INQUIRING Faithfully: Student will demonstrate knowledge, skill and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process.</p> <p>A. Initiate dialogue regarding current practice to improve healthcare BSN Essentials II, IV, V, VI, VII, IX</p> <p>B. Demonstrate use of evidence-based practices as an advocate for self and others BSN Essentials III, V, VI, VII, VIII, IX</p> <p>C. Influence positive client outcomes using evidence-based data BSN Essentials II, VII, IX</p> <p>D. Provide holistic care by considering all of the client needs (e.g. physical, psychosocial, spiritual, environmental) including family in a multicultural community BSN Essentials I, VII, IX</p> <p>E. Engage in self-care practices that facilitates optimal care of clients BSN Essentials I, VII</p>	
<p>1. Examine global, national and local concepts of the public health model and theories of nursing. PLOs I.B, I.D, II.B, III.E, IV.B, V.C PHCCR 1491-4: A-L</p>	
<p>2. Utilize knowledge from previous nursing courses and public health science in programs and education developed for community clients. PLOs I.B, II.B, III.A, IV.A, V.B, V.C PHCCR 1491-4: A-L</p>	
<p>3. Utilize the social and ecological determinants of health to work effectively with diverse individuals, families and groups. PLOs I.D, II.B, III.C, V.C PHCCR 1491-4: A-L</p>	
<p>4. Analyze diverse, cultural, ethnic and social backgrounds as sources of patient, family and community needs. PLOs I.A, I.D, II.C, III.D, V.B, V.C PHCCR 1491-4: A-L</p>	
<p>5. Discuss the ethical issues inherent in resource allocation strategies for community health and well-being. PLOs I.D, II.C, III.C, V.C PHCCR 1491-4: A-L</p>	
<p>6. Integrate global, national and local concepts of the public health model and theories of nursing to clinical practice. PLOs I.B, II.B, III.A, IV.A, V.B, V.C PHCCR 1491-6: A-C</p>	
<p>7. Utilize knowledge from previous nursing courses and public health science in providing</p>	

care for community clients.

PLOs I.D, II.B, III.C, V.C

PHCCR 1491-6: A-C

8. Engage with diverse, cultural, ethnic and social backgrounds and link resources to meet patient, family and community needs.

PLOs I.A, I.D, II.C, III.D, V.B, V.C

PHCCR 1491-6: A-C

II. CARING Faithfully: The student will embrace a calling to the ministry of compassionate care for all people in response to God's grace, which aims to foster optimal health and bring comfort in suffering and death.

A. Demonstrate compassionate care to all people while mirroring Christ's love for all

B. Partner with the community to establish a trusting relationship

C. Demonstrate ethics and values consistent with the practice of professional nursing

1. Prioritizes physiological and psychosocial (including spiritual) assessment data that impacts disease process of community clients.

PLOs I.D, II.A, III.A, IV.B, V.B

PHCCR 1491-4: A-L

2. Examine strategies to empower community clients in all aspects of the healthcare process

PLOs I.C, I.D, II.B, III.A, III.D, IV.B, V.C

PHCCR 1491-4: A-L

3. Integrate ethical/legal standards of nursing practice into the community settings

PLOs I.D, II.C, III.C, V.C

PHCCR 1491-4: A-L

4. Model consistent self-care practices for healthy living, including support of self, peers and community clients

PLOs I.D, II.A, III.A, IV.B, V.B

PHCCR 1491-6: A-C

5. Incorporate those nursing practices that demonstrate respect for ethnic identity, sociocultural practices of clients in the community.

PLOs I.C, I.D, II.B, III.A, III.D, IV.B, V.C

PHCCR 1491-6: A-C

6. Assess ethical/legal standards of nursing practice that impact the community settings

PLOs I.D, II.C, III.C, V.C

PHCCR 1491-6: A-C

III. COMMUNICATING Faithfully: The student will actively engage in the dynamic interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills.

A. Engage in active listening to promote therapeutic relationships

B. Demonstrate effective verbal and nonverbal communication skills to provide patient care

care

<p>C. Dialogues with members of the healthcare team, including the patient to facilitate positive patient outcomes</p> <p>D. Advocate for patients/families and self</p> <p>E. Implements patient care while revering the diversity of patients, families and communities</p>
<p>1. Assess teaching strategies that are appropriate and effective for individual clients, aggregates and communities</p> <p>PLOs I.B, I.C, II.B, III.B, IV.C, V.C</p> <p>PHCCR 1491-4: A-L</p>
<p>2. Foster open communication among the healthcare team to improve client, family and public health outcomes</p> <p>PLOs I.D, II.A, III.A, IV.B, V.B</p> <p>PHCCR 1491-4: A-L</p>
<p>3. Assess the health literacy of individuals, families, and groups served.</p> <p>PLOs I.B, I.D, II.B, III.E, IV.B, V.C</p> <p>PHCCR 1491-4: A-L</p>
<p>4. Advocates for clients to exercise their right to select, participate in, and evaluate health care</p> <p>PLOs I.B, I.D, II.B, III.E, IV.B, V.C</p> <p>PHCCR 1491-4: A-L</p>
<p>5. Collaborates with other disciplines in public health to develop, implement and evaluate models of interdisciplinary education to care for diverse populations.</p> <p>PLOs I.A, I.D, II.B, III.A, IV.B, V.A</p> <p>PHCCR 1491-4: A-L</p>
<p>6. Assist clients to exercise their rights to select, participate and evaluate health care</p> <p>PLOs I.B, I.C, II.B, III.B, IV.C, V.C</p> <p>PHCCR 1491-6: A-C</p>
<p>7. Investigate cultural influences to communication patterns in families and communities.</p> <p>PLOs I.D, II.A, III.A, IV.B, V.B</p> <p>PHCCR 1491-6: A-C</p>
<p>8. Provide clinical skills relevant to the public health nursing practice including: screening, immunizations, home assessments, individual and family health assessments, chronic disease self-management, and care coordination.</p> <p>PLOs I.A, I.D, II.B, III.A, IV.B, V.A</p> <p>PHCCR 1491-6: A-C</p>

IV. FOLLOWING Faithfully: Defined as claiming the challenge from Florence Nightingale that nursing is a “divine imposed duty of ordinary work.” The nursing student will integrate the ordinary work by complying with and adhering to regulatory and professional standards (e.g. ANA Code of Ethics, the California Board of Registered Nursing, Scope of Nursing Practice, SON Handbook). This includes taking responsibility, being accountable for all actions and treating others with

respect and dignity.

- A. Engage in a professional practice environment that promotes nursing excellence
- B. Provides patient care within the boundaries designated by regulatory agencies, professional practices and ethical standards of a Christian nurse
- C. Avail self of learning opportunities to initiate the life-long learning process

1. Models principles of integrity, respect and concern for the well-being of self, clients and colleagues

PLOs I.D, I.E, II.A, III.D, V.A
PHCCR 1491-4: A-L

2. Promotes public health through partnership with clients and agencies as a model of respect for the needs of others

PLOs I.B, I.D, II.B, III.E, IV.B, V.C
PHCCR 1491-4: A-L

3. Appraise major issues shaping current public health nursing practice

PLOs I.B, I.C, III.D, IV.A
PHCCR 1491-4: A-L

4. Critiques the role and influence of context, culture, gender and development on interpersonal interaction and teaching

PLOs I.C, I.D, II.C, II.D, III.C, IV.B, V.C
PHCCR 1491-4: A-L

5. Promote public health through partnership with clients and agencies as a model of respect for the needs of others

PLOs I.D, I.E, II.A, III.D, V.A
PHCCR 1491-6: A-C

6. Assume responsibility and accountability for provision of quality care with indirect supervision in public health settings with individuals, families, and community

PLOs I.B, I.D, II.B, III.E, IV.B, V.C
PHCCR 1491-6: A-C

7. Demonstrates presentation of targeted health information to multiple audiences at a local level, including to community groups and agency peers.

PLOs I.B, I.C, III.D, IV.A
PHCCR 1491-6: A-C

V. LEADING Faithfully: The student will incorporate a foundational relationship with Christ and others and embrace a willingness to serve others in the midst of life circumstances (e.g., illness, injustice, poverty). The student will role-model the need for “Sabbath Rest” as a means of personal renewal, and true care of the self, so that service to others is optimally achieved. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness,

<p>discernment.</p> <p>A. Provide graceful service through compassionate response to others' needs B. Demonstrate the principles of a servant leader as a reflection of Christ's love C. Exhibits patient advocacy that reflects sensitivity to diversity in a holistic manner.</p>
<p>1. Analyze the influence of own value system related to the impact community client care PLOs I.D, II.A, III.D, V.B PHCCR 1491-4: A-L</p>
<p>2. Discriminate community resources for children and families as a function of service PLOs I.C, II.B, III.E, IV.B, V.C PHCCR 1491-4: A-L</p>
<p>3. Justify the role that leading faithfully has in community/public health nursing PLOs I.D, I.E, II.B, III.C, V.A PHCCR 1491-4: A-L</p>
<p>4. Demonstrates the concepts of equity and social justice in the context of health, health disparities, and the social determinants of health PLOs I.C, I.D, II.C, II.D, III.C, III.E, IV.B, V.C PHCCR 1491-4: A-L</p>
<p>5. Model consistent self-care practices for healthy living, including support of self, peers and community clients. PLOs I.C, II.B, III.E, IV.B, V.C PHCCR 1491-6: A-C</p>
<p>6. Strategize with colleagues and clients the best practices in dissemination of community resources for clients. PLOs I.D, I.E, II.B, III.C, V.A PHCCR 1491-6: A-C</p>
<p>7. Affirms clients informed values and choices when different from the student's own. PLOs I.C, I.D, II.C, II.D, III.C, IV.B, V.C PHCCR 1491-6: A-C</p>

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 4 unit class delivered over 7 weeks. Credit hour requirement includes 37.5 participation hours per credit hour on course work:

In-classroom, face to face (FTF) = 24 hours in classroom, group meetings

Online= 26 hours facilitated by faculty

Preparation= 100 hours= reading, writing, researching, online discussion

COURSE CONTENT OUTLINE (TOPIC OUTLINE): see Weekly outlines in Canvas

LEARNING STRATEGIES

Lecture, online assignments, discussion boards, class discussions, case studies, student presentations, group work

ATTENDANCE AND PARTICIPATION

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the undergrad student catalog.

INCOMPLETE AND LATE ASSIGNMENTS

All assignments are to be submitted as specified by faculty, including assignments posted in *Canvas* or completed in practicum. **All assigned course work must be completed to receive course credit**

ACADEMIC DISHONESTY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may request academic accommodations. At Point Loma Nazarene University, students must request that academic accommodations by filing documentation with the [Disability Resource Center](#) (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. See [Academic Policies](#) in the undergrad student catalog.

FERPA POLICY

In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written

permission. This class will meet the federal requirements by (Note: each faculty member should choose one strategy to use: distributing all grades and papers individually; requesting and filing written student permission; or assigning each student a unique class ID number not identifiable on the alphabetic roster.). Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal. See [Policy Statements](#) in the undergrad student catalog.

USE OF TECHNOLOGY

Point Loma Nazarene University encourages the use of technology for learning, communication, and collaboration. The use of technology during class will be determined at the discretion of the faculty.

SCHOOL OF NURSING

PROFESSIONAL STANDARDS

Students are required to adhere to professional standards while students at PLNU. The nursing department had developed these standards to provide clarification of expected professional behaviors.

1. Presenting yourself professionally in interactions with all persons
2. Behaving with honesty and ethics
3. Respectful communication techniques
4. Being proactive versus reactive
5. Accepting accountability for one's own actions
6. Being prepared and punctual

Additional guidelines

Social networking sites are a great way to connect with many others. These sites can be used to your disadvantage and all persons are advised to employ professional standards on these sites. A general rule would be if what you have posted does not enhance your professional image then it probably needs to be reviewed.

The use of Laptops, cell phones and other electronic devices is at the discretion of the course instructor. Generally it is considered inappropriate to use any device for alternate uses not related to the class being taught. Cell phones should be kept on vibrate or silent during class times unless arrangements have previously been made.

Speaking negatively, relating stories or presenting a biased viewpoint about any class, instructor or other student that is not supportive of the individual involved and can be perceived as incivility. Disagreements are a part of life- but should be worked through in a private manner. Questioning the integrity of a persons' character is disrespectful. Each person is responsible and accountable for their words and actions.

Plagiarism or cheating in any class (nursing or non-nursing) will have consequences within the School of Nursing. Disciplinary action will be at the discretion of the instructor, the guidance of the RN-BSN Director and/or Dean of the School of Nursing and may include assignment/class failure and possible dismissal from the program.

GRADING POLICIES

- **Grading Scale** to be used for all exams and final course grades:

93-100%	=	A
90 - 92%	=	A-
87 - 89%	=	B+
84 - 86%	=	B
81 - 83%	=	B-
78 - 80%	=	C+
<u>*75 - 77%</u>	=	<u>C</u>
73 - 74%	=	C-
71 - 72%	=	D+
68 - 70%	=	D
Below 68%	=	F

- All assigned course work must be completed to receive a final course grade
- *In order to receive a passing grade in the course, the student must achieve a cumulative average of 75% on all assignments. Grades/points will not be rounded. For example: 80.5% does not round to 81% resulting in a grade of C+ instead of a B-. A grade of less than a "C" (Below 75%) prohibits the student from continuing in the nursing program until the course is repeated with a satisfactory grade of \geq C.
- A grade of at least a "C" in each nursing theory, prerequisite, and/or co requisite course is required in order to progress to the next course or level. The nursing theory and related clinical courses must be taken concurrently and the student must receive a passing grade of "Credit" in the clinical course in order to progress to the next course or level.
- Throughout the curriculum (whether nursing or non-nursing) students may repeat one course. With the need for a second repeat of any nursing course the student will be dismissed from the nursing program.

COURSE-SPECIFIC POLICIES

- Class attendance and participation is vital to the learning process and success of the course; therefore, it is an expectation that all students will be present and participate in class discussion on a consistent basis. These discussions will be based on the assigned reading with integration of clinical examples from the student's practice.
- All assignments must be submitted per instructions on the due date and time. Ten percent (10%) will be deducted from total earned points for each 24 hour period, including weekends and holidays. Day 1 starts on specified due date/time. In the event of unforeseen circumstances, it is the responsibility of the student to proactively communicate directly with course faculty. ***ALL ASSIGNMENTS MUST BE COMPLETED IN THE COURSE TO RECEIVE CREDIT AND PROGRESS IN THE PROGRAM***
- In addition, **GROUP NORMS** include:

- o mini-break at 1945
- o dismissal at 2130
- o okay to leave the room for bathroom breaks, phone calls, etc. if we need to
- o okay to eat in the classroom
- o okay to ask the question
- o share the spotlight
- o keep on track / no flight of ideas
- o positive attitude / hugs
- o avoid side conversations

Weekly Overview:

WEEK	Format	Content	PHCCR 1491
Week 1	F2F	Introduction to Public Health and Concepts of Population Health	4A 4G 4H 4J
Week 2	F2F	Health Promotion Epidemiology Communicable Disease	4B 4E
Week 3	F2F	Understanding Structure and Economics of Public Health Services	4I 4K
Week 4	Online	Protecting and Promoting Health across the Lifespan Health Policy	4C 4A 4F
Week 5	F2F	Understanding Social Determinants of Health and Health Education in populations at risk across the lifespan	4D 4G 4H
Week 6	F2F	Disaster Preparedness for Vulnerable Populations	4L
Week 7	F2F	Environmental Health: Local and Global issues	4C 4E 4F

METHODS OF ASSESSMENT & EVALUATION: Required Learning Activities

NRS420/421

Assignment	POINTS	Total
Journal Reflections x5	10	50
Canvas discussion boards x5	10	50
Syllabus and calendar exercise	5	5
News you can use summaries and class presentation	20	20
Case Studies and Vulnerable Population assignments	50	50
Elevator Speech Revisited	5	5
Vaccine Modules PHN BPC2818	15	15
Child abuse modules PHN BPC2817	15	15
Tuberculosis Modules	10	10
Public Health Promotion Reflection	20	20
Public Health policy letter	40	40
Population Health Teaching Project Presentation (Group grade)	80	80
Population Health Teaching Project Flyer (60) & Peer Evaluation (10)	70	70
Live Text Growth Portfolio	15	15
Academic honesty verification and End of course survey	0	0
Total points		*445

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Allender, J.A., Rector, C. & Warner, K.D. (2014). *Community & Public Health Nursing: Promoting the Public's Health*. Philadelphia: Wolters-Kluwer/Lippincott Williams & Wilkins.

ISBN: 978-1-60913-688-8

American Psychological Association. (2010). *Publication Manual of the American Psychological*

Association (6th ed.). Washington, D.C.: American Psychological Association. ISBN: 978-1-4338-0561-5

Walls, J. (2005). *The Glass Castle*. New York: Scribner. ISBN: 978-0-7432-4753

PORTFOLIO REQUIREMENT

At the conclusion of each course, students are expected to complete/update a LiveText® BSN Growth Portfolio including self-reflection of outcomes. The portfolio provides evidence supporting professional development and attainment of PLNU SON BSN graduate outcomes. For this course, the following assignment(s) are **required** to be submitted in in the LiveText® **Body of Work** area.

- Signature Assignment: Teaching Project Presentation

- Population Health Teaching Flyer
- Health Policy Letter
- Service Learning Experience Reflection

Students are strongly encouraged to submit additional coursework into LiveText to demonstrate personal and professional growth:

- Module completion certificates (Vaccines, etc)
- Reflections
- Elevator Speech