## School of Nursing
## NSG 4060
## Nursing of Communities: Community Health Focus (3 units)
## Fall 2023

**Meeting days:** Mondays & Fridays

**Meeting times: M** 0725-0920, **F** 0825-0920

**Meeting location:** LSCC Room 202

**Placement:** Senior year

**Final Exam:** TBD

**Instructor:**
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Associate Professor of Nursing
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**Office location and hours:** Mondays 0930-1100 - Room 108

### 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*

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## 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.

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**COURSE DESCRIPTION**

**NSG 4060 Nursing of Communities: Community Health Focus (3 units)**
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. A community assessment and community teaching project is required.

**Prerequisites:** Senior standing in Nursing program and completion of Sociology 3060. Concurrent: Nursing 4061.

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

**PROGRAM LEARNING OUTCOMES**
Upon completion of the program, you will be able to achieve the following outcomes:

| PLO 1: 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. |

| 1. Integrate scientific findings to promote patient outcomes and wellness *Essentials Domain 1, 4* | 2. Apply evidence and clinical judgment in the delivery of care *Essentials Domain 1, 5, 8* |
|---|---|

## PLO 2: 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.

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| **2.1** Demonstrate Christian servant leadership through holistic compassionate care<br>*Essentials Domain 2, 6* | **2.2** Utilize ethical principles in promoting health of diverse individuals and populations<br>*Essentials Domain 3, 9* |

## PLO 3: 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 that conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills.

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| **3.1** Incorporate information and communication technologies to facilitate optimal care of patients, nurses, and organizations<br>*Essentials Domain 8* | **3.2** Participate in interprofessional healthcare teams to influence positive patient outcomes across the lifespan<br>*Essentials Domain 6* |

## PLO 4: 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.

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|---|---|
| **4.1** Implement health policies to improve care of diverse patients, communities, and populations<br>*Essentials Domain 3, 5* | **4.2** Develop as a professional nurse through self-reflection, accountability, and life-long learning processes<br>*Essentials Domain 9, 10* |

## PLO 5: 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, discernment.

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|---|---|
| **5.1** Demonstrate systems-thinking to enhance access, quality, and cost effectiveness across the healthcare delivery continuum<br>*Essentials Domain 5, 7* | **5.2** Apply evidence-based, quality improvement principles to improve patient care delivery<br>*Essentials Domain 4, 5* |

## COURSE LEARNING OUTCOMES

This course is mapped to the:
- Program Learning Outcomes (PLO)
- American Association of Colleges of Nursing Essentials (AACN, 2021): Domains, Competencies, Sub-Competencies
- Public Health California Code of Regulations: Qualifications and Requirements (PHCCR)

Upon completion of this course, you will be able to achieve the following outcomes:

1. **Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences**
   PLO 1
   AACN Essential 1.2a-e
   PHCCR 1491-4: A-L

2. **Manage population health**
   PLO 5
   AACN Essential 3.1a-f
   PHCCR 1491-4: A-L

3. **Advance preparedness to protect population health during disasters and public health emergencies**
   PLO 4
   AACN Essential 3.6a-e
   PHCCR 1491-4: A-L

4. **Advance the scholarship of nursing**
   PLO 1, 5
   AACN Essential 4.1a-g
   PHCCR 1491-4: A-L

5. **Communicate in a manner that facilitates a partnership approach to quality care delivery**
   PLO 3
   AACN Essential 6.1a-f
   PHCCR 1491-4: A-L

6. **Incorporate consideration of cost effectiveness of care**
   PLO 1

AACN Essential 7.2a-d
PHCCR 1491-4: A-L

7. **Describe the various information and communication technology tools used in the care of patients, communities, and populations**
PLO 3
AACN Essential 8.1a-f
PHCCR 1491-4: A-L

8. **Integrate diversity, equity, and inclusion as core to one's professional identity**
PLO 2
AACN Essential 9.6a-c
PHCCR 1491-4: A-L

## REQUIRED LEARNING RESOURCES

- American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (7th ed.).
- ATI Nursing. (2019). *RN community health nursing review module* (8th ed.). Assessment Technologies Institute.
- Rector, C., & Stanley, M. J. (2022). *Community and public health nursing: Promoting the public's health* (10th ed.). Wolters Kluwer.
- Walls, J. (2005). *The glass castle.* Scribner. ISBN: 978-0-7432-4753
- Additional journal articles, websites, and videos as assigned in Canvas.

## SON 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+ |
| *75 – 77% | = | C |
| 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 and progress in the program.
- All assignments are to be submitted as specified by faculty, including assignments posted in Canvas or completed in practicum.
- In order to receive a passing grade in the course, the student must achieve a cumulative average of 75% on all tests. 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 ≥ 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 students may repeat one nursing or prerequisite course. With the need for a second repeat of any nursing course the student will be dismissed from the nursing program.
- **\*Students in all SON programs must earn a passing grade for a course's signature assignment in order to pass a course.  For 4060, Connecting Population Health & Health Policy is the Signature Paper; for 4061, it is the Health Promotion Project & Presentation**
- **\*Students must be present for the signature assignment presentations in order to earn any credit/points for the entire assignment.**

## METHODS OF ASSESSMENT & EVALUATION

|  | Assignment | Number x Points | Total |
|---|---|---|---|
| * | SDoH & Poverty | 1 x 35 | 35 |
|  | Dr. Nadine Harris TedTalk Reflection Paper | 1 x 25 | 25 |
|  | Implicit Bias Reflection Paper | 1 x 25 | 25 |
| * | Mind on the Edge Reflection Paper | 1 x 35 | 35 |
|  | Glass Castle Reflections | 4 x 10 | 40 |
| * | **Connecting Population Health & Health Policy:  Signature Paper** | 1 x 100 | 100 |
|  | Health Promotion Project (4061 clinical group) | 1 x 60 | 60 |
|  | PassPoint: Needs assessment | 1 x 10 | 10 |
|  | PassPoint: Quizzing to mastery level 4 | 12 x 5 | 60 |

| | PassPoint: Quizzing to mastery level 6 | 12 x 5 | 60 |
|---|---|---|---|
| | | | **Total = 450** |
| | **TOTAL COURSE POINTS = 450** | | |

## CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In Nursing of Communities: Population Health Focus*,* all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include: Social Determinants of Health; Adverse Childhood Events; Individual, Intergenerational, & Historical Trauma; Racism as a Public Health Crisis; Gender & Sexuality; Homelessness and Mental Illness; Human Trafficking; and, Environmental Justice. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of public health nursing, and I will support you throughout your learning in this course.

## INCOMPLETE AND LATE ASSIGNMENTS

All assignments are to be submitted by the due dates. There will be a 10% reduction of possible points for **each day** an assignment is late and assignments will **not be** accepted for credit four (4) days after the due date. Day 1 starts on the specified due date/time. Assignments will be considered late if posted after the due date and time using Pacific Standard Time.

However, I recognize that life happens. If you need an extension, you must contact me **before** the assignment deadline and we will discuss an extension of the due date.

## SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain, or have prayer requests, they can contact the Office of Student Life and Formation.

## STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside

California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment 88in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on State Authorization to view which states allow online (distance education) outside of California.

## PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

## PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. 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. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

## *ASSIGNMENT SUBMISSIONS: TURN IT IN

*Certain writing assignments (those with an *) must be submitted through *Turn It In, which has an updated AI detection feature.* You can see your full report under your grades; your score must be less then 30% to receive a grade, but you can resubmit as many times as needed in order to achieve this requirement. **You must achieve less than 30% prior to the due date/time of the final submission of the paper or it will be considered a late assignment.**

## ARTIFICAL INTELLIENCE

Use of Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) is not permitted, and use of these tools will be treated as plagiarism.

## PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

## LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the Bias Incident Reporting Form.

## SEXUAL MISCONDUCT AND DISCRIMINATION

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

## PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (3 class sessions), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent (6 class sessions), the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

## USE OF TECHNOLOGY

In order to be successful in the nursing program, you'll need to meet the minimum technology and system requirements; please refer to the *Technology and System Requirements* information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that nursing courses utilize online proctored exams which require a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

## SON 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 <u>in any</u> 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 Associate Dean and/or Dean of the School of Nursing, and may include assignment/class failure and possible dismissal from the program.

## CLINICAL PREPARATION: PRE-SEASON & SPRING TRAINING

Prior to the start of clinical in the fall and spring semesters, Juniors and Seniors are required to participate in clinical skills and judgment practice and testing. The purpose of these mandatory training sessions is to validate students' ability to perform essential clinical skills prior to patient care. **Students must pass the medication calculation exam (93%) and the medication administration competency in order to pass medications in clinical.**

If a student is not successful in passing the medication calculation exam or the medication administration skill, they will need to remediate and retest. The need for a second attempt of either competency will require the initiation of a Learning Plan. The need for a third attempt will require the initiation of a Performance Improvement Plan. Those who do not successfully complete a third attempt will be put on Probation.

## COURSE SPECIFIC POLICIES

- A student's classroom contribution is vital to the academic environment at Point A student's classroom contribution is vital to the academic environment at Point Loma. Classroom contribution is more than just asking thoughtful questions, it also involves respectful attention to what others are saying. This is not only good because what is being said might be on a test, but it is also just a common courtesy. Although it does not need to be said to most college students, texting or playing on one's phone detracts from the classroom environment. ***In this class, students are not permitted to use their laptop computers, cell phones, or other electronic devices during class, unless instructed to do so by the professor.***

- Class attendance and participation is directly correlated to academic achievement. Therefore, it is expected that students will attend class and engage fully in each class session. However, life does happen, and the reality is that you might have to miss class for an emergency operation, death in the family, or some other calamity. Therefore, you are allowed **2 absences** without penalty. ***For each absence above 2 absences, you will lose 5 points from your course grade.*** This may not seem like a large amount, but it almost always results in a significant lowering of your grade according to the grading policy.

## COURSE CONTENT OUTLINE (Topic Outline)

| Module | Content | PHCCR 1491 |
|--------|---------|------------|

| 1 | **Foundations of Public Health Nursing**<br>Introduction to public health<br>Introduction to public health nursing<br>Nursing in the community<br>Community assessment<br>Social determinants of health<br>Levels of prevention | 4A, 4C, 4D, 4G, 4H |
|---|---|---|
| 2 | **Public Health Science of Disease**<br>Communicable diseases<br>Epidemiology<br>Vaccines<br>Sexually transmitted infections | 4B, 4C, 4E, 4G |
| 3 | **Vulnerable Populations**<br>Homelessness<br>Immigrant health<br>Human trafficking<br>Family violence<br>Gender & sexuality | 4A, 4B, 4C, 4D, 4F, 4G, 4H, 4J, 4K |
| 4 | **The System of Healthcare**<br>US healthcare system<br>Healthcare around the world<br>Health policy<br>Ethics<br>Health education | 4B, 4C, 4D, 4F, 4G, 4H, 4I, 4K |
| 5 | **The World Around Us**<br>Environmental health<br>Disaster management<br>Health disparities & health equity<br>Family nursing<br>Chronic diseases | 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4K, 4L |

**COURSE CONTENT OUTLINE**

See Canvas and course Google Sheet for weekly schedule.