Syllabus for
NUR 403—Patterns of Community Health Nursing
4 Credit Hours
Fall 2012

I.   COURSE DESCRIPTION

A study of the principles of community nursing theory and Christian, professional, and social values for professional nursing practice. Students synthesize professional practice issues in caring for individuals, families, and groups in diverse community clinical environments. Emphasizes writing skills in both pedagogy and assessment of student learning. (This is a writing-intensive course.)
Prerequisite: NUR 307.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:
A.   Explore the role of the professional nurse in a selected area of community clinical practice.

B.   Practice effective interpersonal and professional communication, including writing, to articulate the contribution of nursing to the health care of individuals, families, communities, and populations.

C.   Utilize culturally sensitive therapeutic nursing interventions to provide effective nursing care for individuals, families, communities and populations within diverse health care delivery systems.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:
1.0 Evaluate professional nursing practice within diverse community health care delivery systems in light of Christian principles, professional standards, and cultural and social values.
   1.1   Assess the congruency of personal philosophy of community health nursing within a defined community clinical setting.
   1.2   Analyze personal strengths, limitations, and biases when working in community health settings with diverse populations such as ethnic minorities, vulnerable and compromised populations, and those living in poverty.
   1.3   Evaluate community health care delivery systems in light of Christian principles, professional standards, and cultural and social values.

2.0 Create a pattern of continuous professional growth responsive to identified community health needs and cultural awareness.
   2.1   Identify personal learning needs related to community health nursing and cultural awareness.
   2.2   Develop plans for delivery of community health care in response to clinically identified health needs such as diabetes, hypertension, infectious diseases, metabolic syndrome, and safety.

2.3 Implement and evaluate a clinical project that demonstrates personal and professional growth in response to community health needs such as diabetes, hypertension, infectious diseases, metabolic syndrome, and safety.

3.0 Interpret contemporary issues in nursing and health care as they influence the health of communities and populations.
    3.1 Evaluate the influence of historical themes on current community nursing practice.
    3.2 Investigate contemporary issues in community nursing in relation to general health status, health-related quality of life and well-being, determinants of health and health disparities.
    3.3 Evaluate the influence of health care issues and trends on community health nursing practice.

4.0 Evaluate nursing practice for promotion, maintenance, and restoration of health with diverse populations in selected community health care settings.
    4.1 Evaluate nursing roles in fostering health for selected individuals, families, and communities in a culturally sensitive manner.
    4.2 Analyze the contribution of nursing theory, research, and practice to the health of individuals, families, and communities.
    4.3 Synthesize the role of the professional community health nurse.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials
    1. Textbooks
    American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN-13: 9781433805615

    Jezek, K. (Ed.). (2012). *Oral Roberts University Anna Vaughn College of Nursing student handbook: 2012-2013.* Tulsa, OK: Oral Roberts University.

    Shelley, J. A., & Miller, A. B. (2006). *Called to care: A Christian worldview for Nursing* (2nd ed.). Downers Grove, IL: InterVarsity Press. ISBN-13: 9780830827657

    Stanhope, M., & Lancaster, J. (2012). *Public health nursing: Population-centered health care in the community* (8th ed.). St. Louis, MO: Mosby. ISBN-13: 9780323080019

    2. Other
    Students are expected to use multiple resources, including technology such as electronic computer databases to find materials related to course content.

B. Optional Materials
    1. Textbooks
    Leininger, M. M., & McFarland, M. R. (2006). *Culture care diversity and universality: A worldwide nursing theory* (2nd ed.). Boston: Jones and Bartlett. ISBN-13: 9780763734374

Purnell, L. D., & Paulanka, B. J. (2008). *Transcultural health care: A culturally competent approach* (3rd ed.). Philadelphia: F.A. Davis Company. ISBN-13: 9780803618657 (print) or ISBN-13: 9780803620735 (eTextbook)

Spector, R. E. (2013). *Cultural diversity in health and illness* (9th ed.). Upper Saddle River, NJ: Pearson Prentice Hall. ISBN-13: 9780132840064

V.   POLICIES AND PROCEDURES

    A.   University Policies and Procedures
        1.   Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
        2.   Students taking a late exam because of an unauthorized absence are charged a late exam fee.
        3.   Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
            a.   Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
            b.   Failing to meet group assignment or project requirements while claiming to have done so;
            c.   Failing to cite sources used in a paper;
            d.   Creating results for experiments, observations, interviews, or projects that were not done;
            e.   Receiving or giving unauthorized help on assignments.
        By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
        4.   Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
        5.   Students are to be in compliance with University, school, and departmental policies regarding the Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
            a.   The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
            b.   By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. College of Nursing Policies and Procedures
1. The *ORU AVCON Student Handbook* contains a complete list of College of Nursing policies.
2. Attendance
   a. Orientation to nursing classes occurs the day prior to the first official day of class for the University.
   b. The last day for students to add nursing classes is the first Monday following the University's date for the beginning of classes.
   c. Students are expected to punctually attend all scheduled learning experiences.
   d. The Dean of the College of Nursing may request administrative excuses for absences from courses or Chapel when scheduling conflicts exist with scheduled learning experiences within the College of Nursing.
   e. Students are to discuss administratively excused absences with the course coordinator and confirm plans for meeting course objectives as soon as possible but within a minimum of 48-business hours prior to the scheduled class.
   f. Makeup of modular posttests is arranged only in the case of an excused class absence. Students ***must speak personally*** to the course coordinator ***prior to*** the test period if they are unable to take a scheduled exam. Absences are excused only for cases of documented illness or other crisis situations. Students must pay a $15 fee, payable to student accounts, for a late exam.
   g. Students are required to ***speak personally*** to the clinical instructor and the clinical agency regarding a pending absence in the clinical laboratory at least one hour before scheduled lab. There is no guarantee that students will have opportunities for clinical make-ups. Nursing programs throughout the area compete for clinical learning sites and times, and clinical experiences are negotiated one year in advance. Thus, it may not be possible to arrange clinical makeup experiences. Failure to meet course objectives results in failure in the course.
   h. Students are required to submit a request for clinical/sim lab make-up form to the office of the Dean. If the petition is approved, a $50 fee will be assessed per clinical day or $15 per sim lab hour.
3. Clinical Policies
   a. CPR training:
      A current training card covering the full academic year must be submitted by July 15. CPR training is to be the American Heart Association's Basic Life Support for Health Care Providers. Students without evidence of current CPR training from the AHA will not be allowed to attend clinicals.
   b. Immunizations:
      Student must present evidence that immunizations and tuberculin skin testing are current by July 15. The school is contractually obligated to clinical agencies to ensure that students are in compliance with recommended immunizations. Any student without evidence of current immunizations will not be allowed to attend clinicals.
   c. Travel:
      Throughout the course of the nursing program, students will have clinical experiences at a variety of agencies throughout the greater Tulsa community and perhaps beyond the Tulsa community. Students are

responsible for personal travel to and from clinical nursing experiences.

    d.   Snow policy for clinical travel:

Rarely are road conditions so hazardous that faculty and students are unable to travel to clinical agencies for scheduled clinical experiences. However, should such conditions arise, safety of faculty and students takes priority over clinical experiences. If a course coordinator, in discussion with the Dean, judges that travel would endanger students, the coordinator may cancel the experience and reschedule at a later date. Each course coordinator will initiate a call to notify clinical instructors and students via a "telephone tree."

    e.   Professional accountability:

Students are expected to prepare for clinical experiences by completing course assignments as designated in course syllabi. Students' failure to adequately prepare for the clinical experience may result in dismissal from the clinical experience that will count as an unexcused clinical absence. Students are permitted to care for patients as long as they demonstrate safe nursing care.

    f.   Dosage calculation proficiency:

Students will not be permitted to administer medications until they demonstrate proficiency in dosage calculations as evidenced by achievement of no less than 90% on a dosage calculation test administered at the beginning of each semester. Students who do not achieve at least 90% on the exam prior to the last day to add classes at the University will be de-enrolled in clinical nursing courses.

    g.   Dress code:

Professional dress code is in effect for all activities within the School of Nursing. Dress code for clinical experiences must be appropriate to acute care or community settings as designated in the *Oral Roberts University Anna Vaughn College of Nursing Student Handbook.*

4.   Evaluation Procedures

    a.   The student and clinical instructor are both involved in the clinical evaluation process. Formal student/faculty clinical evaluation conferences are held at the middle and end of the semester. Both the clinical instructor and the student complete written evaluations of the student's clinical performance for discussion at the evaluation conferences.

    b.   Clinical lab performance is graded on a pass/fail basis according to the clinical evaluation rubric. The student must achieve a passing grade in the clinical portion of the course in order to pass the course and progress to subsequent clinical courses. Additionally, the student is required to complete all clinical and sim lab hours as mandated by the curriculum. Criteria for clinical failure include failure to demonstrate achievement of clinical objectives and/or a pattern of jeopardizing patient safety.

    c.   In order to successfully complete the course, the student must achieve at least 70% weighted average on module and final exams. (Quizzes and ATI exam scores are not included in this average.)

    d.   The student must achieve a passing grade for clinical experiences and the 70% weighted average on module and final exams in order for paper and project grades to be included in the calculation of the final course score.

e. The final course grade is calculated using the following grading scale.
A=90-100
B=80-89
C=70-79
D=60-69
F=59 and below

f. Students are required to submit all assignments for course completion. Due dates of assignments are specified in the syllabus addendum. Submitting assignments in a timely manner or making arrangements in case of emergency demonstrates the student's professional accountability and responsibility. Assignments submitted **late** will have points deducted as follows:
1 business day: 10%
2 business days: 20%
3 business days: 30%
4 business days: A grade of zero will be given.

g. In order to progress in the nursing program, students are required to take ATI tests as identified in course syllabi. Course syllabi indicate which ATI exams students are required to take and/or pass in each course.

    (1) Students must pass at the ATI designated level:
        (a) Sophomore-level tests in order to progress to junior-level courses
        (b) Junior-level tests in order to progress to senior-level courses
        (c) Senior-level tests in order to progress to graduation

    (2) In order to progress to the next level in the nursing program (see (1) (a), (b), (c) above), all repeated ATI exams must be passed within the same semester required for the nursing course.

    (3) Students performing at less than the designated score on first exam are required to engage in self-selected remediation activities, e.g., use of ATI online/media, ATI workbooks, and nonproctored versions of the exam.

    (4) After remediation, students may take a second proctored exam on which they must score no less than the designated percentile for the program.
        (a) Students must wait 72 hours or the next scheduled testing date to retake an ATI exam.
        (b) Students must take alternating versions of ATI exams on the retakes, as available.
        (c) All repeated ATI exams must be passed within the same semester of the specific course(s).
        (d) Students will be required to pay a fee for proctored ATI exams administered more than twice.

h. Whole Person Assessment requirements:
The College of Nursing, under a University-led initiative, has an electronic portfolio system (ePortfolio) to evaluate students' achievement of academic outcomes. Therefore, all nursing majors are required to prepare an electronic portfolio. Each student is responsible for submitting ePortfolio artifacts as described in course syllabi.

C. Course Policies and Procedures
  1. Evaluation Procedures
     Students who meet the exam requirement and receive a passing grade in clinical lab will have the course grade based upon the criteria listed below.

Assignments	10%
Exams	40%
ATI Exam (Community Health)	05%
Final Exam (Clinical Project and Presentation)	45%

  2. Whole Person Assessment Requirements
     None
  3. Other Policies and/or Procedures
     a. Reliable transportation to and from the clinical agency is essential. Clinical experiences are located in community agencies throughout the greater Tulsa metropolitan area and rural communities. Each student is responsible for personal transportation to the clinical agency and ensuring timely arrival.
     b. All work is to be **typewritten**, unless specified otherwise, and submitted **in APA format** to the clinical instructor **as specified**.
     c. All students are required to have an ORU email account and Internet access in order to complete course assignments. An email address is available through the University's information systems.
     d. All course work must be completed in order to pass the course.
     e. Students are required to pass a proctored version of the Community Health Nursing ATI Exam. Results of the exam are worth a portion of the course grade.
     f. AVCON dress code is in effect for all clinical experiences. Neat, pressed, business casual khaki pants, an ORU AVCON logo polo shirt, current ORU AVCON student ID, and close toed shoes are required. ORU AVCON scrubs may be more appropriate at some clinical agencies and may be worn with approval from the clinical instructor. Some clinical agencies may request that a lab coat be worn. Absolutely NO jeans, shorts, tank tops, sleeveless shirts, or clothing with holes may be worn.
     g. All students are required to attend the school of nursing orientation and dosage calculation exam on Wednesday, August 15, 2012.
     h. Attendance is optional for the Global Missions Health Conference in Louisville, KY, November 8-10, 2012, and negotiated with the course coordinator. Students must meet the payment deadlines to reserve a place on the bus and a hotel room. All payments are nonrefundable.

VI. COURSE CALENDAR

This course begins August 15th and ends December 14th. Each rotation lasts 5 weeks, consisting of lecture, seminar, online exercises, clinical and community project. ATI testing and the Community Project Presentation (Final Exam) are on Friday at the end of the rotation. Clinical hours vary by agency and may include evenings and weekends.

Monday	Tuesday	Wednesday	Thursday	Friday
Wednesday, August 15, 2012, 8:00-16:30 Dosage Calculation Exam, Course Orientation, Annual Compliance Training				
Week 1 Lecture, Seminar, Community Project	Clinical/ Community Assessment	Clinical/ Community Assessment	Clinical/ Community Assessment	Online Activities & Assignments Due
Week 2 Lecture, Seminar, Community Project	Clinical/ Community Assessment	Clinical/ Community Assessment	Clinical/ Community Assessment	Online Activities & Assignments Due
Week 3 Lecture, Seminar, Community Project	Clinical/Project Planning	Clinical/Project Planning	Clinical/Project Planning	Online Activities & Assignments Due
Week 4 Lecture, Seminar, Community Project	Clinical/Project Planning	Clinical/Project Planning	Clinical/Project Planning	Online Activities & Assignments Due
Week 5 Lecture, Seminar, Community Project	Clinical/Project Implementation	Clinical/Project Implementation	Clinical/Project Implementation ATI Community Nursing Exam	Online Activities & Assignments Due Community Project Presentation (Final)
December 10-14, 2012 Final Exams				

Course Inventory for ORU's Student Learning Outcomes
NUR 403—Patterns of Community Health Nursing
Fall 2012

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.
Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.
Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.
No Contribution – Does not address the outcome.

The Student Learning Glossary at http://ir.oru.edu/doc/glossary.pdf defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	**Outcome #1—Spiritually Alive Proficiencies/Capacities**				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability		X		
1D	Ethical behavior		X		
2	**Outcome #2—Intellectually Alert Proficiencies/Capacities**				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation	X			
2E	Intellectual creativity	X			
3	**Outcome #3—Physically Disciplined Proficiencies/Capacities**				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
4	**Outcome #4—Socially Adept Proficiencies/Capacities**				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship		X		
4E	Leadership capacity		X		

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