

**University of Delaware
School of Nursing**

Course Proposal

Title: NURS235: Health Promotion and Vulnerability in Diverse Populations

Course Description: This course focuses on health promotion and cultural diversity in individuals, families, and communities across the lifespan. Special attention is paid to the nursing care of vulnerable populations. Diverse points of view regarding wellness will be explored through experiential learning. Self-Care and personal growth of the nurse is emphasized.

Credit hours: 3

Pre-requisites: NURS100, **Co-requisites:** NURS200, 110

Nursing Majors only: yes

Enrollment: unlimited

Program Outcomes and Course Objectives:

Program Outcome: 1. Integrate knowledge from biological, social, behavioral, and nursing sciences in the practice of professional nursing.

N235 Objective: 1. Incorporate theories and principles of growth and development in assessing health promotion and vulnerability across the lifespan within a multicultural society.

Program Outcome: 2. Apply critical thinking processes to the practice of professional nursing.

N235 Objective: 2. Identify health risk behaviors of culturally diverse and /or vulnerable individuals across the lifespan in the United States.

Program Outcome: 3. Provide safe, competent and appropriate nursing care to individuals, families, and communities across the lifespan in a variety of settings.

N235 Objective: 3. Explore the variables associated with safety and injury prevention of individuals, family, and community across the lifespan.

Program Outcome: 4. Integrate health education into the care of individuals, families, and communities.

N235 Objective: 4. Explore effective teaching strategies for addressing high-risk health behaviors that may result in a poor health outcomes for vulnerable individuals, families, and communities across the lifespan.

- Program Outcome:** 5. Demonstrate cultural competence in provision of care to diverse populations.
- N235 Objective:** 5. Identify the socio-cultural, sexual, environmental, and spiritual/religious influences on the health and wellness of culturally diverse individuals, family, and community across the lifespan.
- Program Outcome:** 6. Demonstrate legal, ethical, and moral decisions related to professional nursing practice.
- N235 Objective:** 6. Explore legal, ethical, and moral decisions related to the nursing care of a culturally diverse and vulnerable population across the lifespan.
- Program Outcome:** 7. Integrate professional role behaviors (autonomy, accountability, advocacy, collaboration, and caring) into nursing practice.
- N235 Objective:** 7. Demonstrate professional role behaviors such as accountability, advocacy, and collaboration during classroom activities.
- Program Outcome:** 8. Use verbal and written communication and technology effectively within healthcare environments.
- N235 Objective:** 8. Employ effective verbal and nonverbal communication skills with individuals, family, and community across the lifespan.
- Program Outcome:** 9. Collaborate with health care professionals and consumers to ensure effective and efficient care.
- N235 Objective:** 9. Identify supportive community resources to promote the health of individuals, families, and communities through development and presentation of a small group health promotion field experience in the community.
- Program Outcome:** 10. Be a critical consumer of research to improve nursing practice and health care delivery.
- N235 Objective:** 10. Discuss the leading health indicators across the life span in the United States and explore current research related to select indicators.
- Program Outcome:** 11. Provide leadership to initiate change in communities, health systems, the profession and the political arena.
- N235 Objective:** 11. Identify leadership qualities and social justice through participation in health promotion presentation to the community.
- Program Outcome:** 12. Apply research and other best evidence to improve nursing practice and health care delivery.

N235 Objective: 12. Discuss evidence based practice as it relates to health promotion in culturally diverse and vulnerable individuals, family, and community across the lifespan.

Faculty: TBA

Resources:

Required/Recommended- fundamentals text to be decided by freshmen/sophomore faculty

Teaching Strategies-

- Lecture-Discussion
- Field experiences
 - Health promotion project
 - Meals on wheels home visits/assessments
- Case studies/class exercises
- Laboratory skills practice
 - PEEPS
 - Into aging game
 - CAM-Reiki, massage, guided imagery, reflexology
 - Disaster Drill
 - Sexuality Role Play Lab
- Small group activities

Course Requirements:

Class attendance, completion of exams, all labs, and all field experiences are required. The student's grade is based on:

- | | |
|---|------------|
| • Midterm | 25% |
| • Final exam | 25% |
| • Unannounced quizzes | 14% |
| • Health promotion project/ presentation | 25% |
| • Meals on wheels visit and journal | 7% |
| • PEEPS quiz | 3% |
| • Labs | P/F |

Grading Procedures and Policies: Students must have a 70% or better to pass the course. All field and laboratory experiences and the NLN exam must be satisfactorily completed to pass the course.

Grading Scale:

A	93.34 - 100	C	73.34 - 76.66
A-	90 - 93.33	C-	70 - 73.33
B+	86.67 - 89.99	D+	66.67 - 69.99
B	83.34 - 86.66	D	63.34 - 66.66
B-	80 - 83.33	D-	60 - 63.33
C+	76.67 - 79.99	F	60

Course Communication and Faculty Availability:

The faculty will communicate to the entire class via announcements on the Sakai course page and/or course e-mail. Phone and e-mail are used for individual student contact. Students are responsible for checking the announcements on the opening course page and their University of Delaware e-mail account on a regular basis.

Open lines of communication are encouraged during the semester. Students should make appointments to meet with course faculty to review exams, discuss problems, or answer questions regarding the course. **Students experiencing academic difficulties and/or situations affecting their academic performance are strongly encouraged to contact the professor early in the semester.**

Attendance and Participation Policy:

- 1. Attendance at every scheduled class is expected.**
- 2. Participation in scheduled field/lab experiences.** If a student does not attend assigned field/lab experiences, he/she will not pass NURS 235. *Students may not schedule experiences during times that conflict with any of their scheduled university class time.*
- 3. Students should be on time for class, laboratory sessions, and field experience and remain for the duration of the experience.** Late arrivals/early departures disrupt teaching, learning, and/or patient care for students, faculty, and healthcare staff.
- 4. Conflicts in attending** scheduled learning experiences which are related to religious or University affiliated extracurricular activities (e.g. band, athletics, etc.) must be communicated in writing to the course instructor by _____ so that realistic alternatives may be explored and scheduled.

Exam Policies:

- 1. All exams are required.** Reviews will be held at the discretion of the course faculty. Individual/small group exam reviews may be available - specific dates

and times will be announced during the semester. Please note: **exams will not be available for review at the end of the semester.**

2. All exams start and end on time. Students arriving late to an exam must surrender the exam at the pre-established end time.

3. Exam behavior – Students will be asked to sit in assigned seating per course instructor. All items, except pencils, must be placed under the student's seat. Students will not be permitted to return to the exam room once they leave. Students may be asked to move during the exam if the course instructor or supervising TA finds it necessary to do so in order to maintain exam security.

4. Exam grades are based on completed (bubbled in) scantron answer forms. Answers circled on the typed hard copy exam are not scored. Be sure that you have bubbled/marked your selection for each item on the scantron.

5. Exam grades will be posted on Sakai.

6. Students having any question about test items/grades must raise questions **within two (2) weeks of receiving the exam grade. *No grades will be reconsidered after this period.***

7. Stipulations for make-up of missed exams:

a. If a student will miss an exam due to illness or emergency, he/she must notify the faculty or leave a message with the instructor or department secretary **before the start of class** on the day of the exam. **Failure to comply will result in denial to make up the missed exam and a grade of zero will be recorded for that exam.**

b. The retake will be held at the discretion of the professor within a week of the missed exam. **All** make-up exams may be an *alternate form* of the original exam. Short answer, essay and/or multiple choice questions may be used.

Academic Honesty & Professional Behavior: As professionals, nursing students are held to the highest standards.

- 1. Academic dishonesty in any form will not be tolerated.** Examples of violation of UD policy include but are not limited to:
 - Plagiarism
 - Cheating on written exams
 - Copying another's field experience paper – from this semester or any other semester
 - Forging lab personnel signatures
 - Reporting that you have attended required field or lab experiences when you have not

The University policy on academic honesty will be strictly enforced by course faculty. Any student who violates this policy will be referred to the student judicial system for appropriate disciplinary action. Students are responsible for familiarizing themselves with this policy:

<http://www.udel.edu/studentconduct/ai.html>.

2. Disruptive behavior and use of alcohol or other illegal substances in class, laboratory or field experiences will not be tolerated.

a. Talking, texting, ringing/buzzing cell phones, or other distractions disrupt both teacher and students. Students will be asked to leave the classroom if necessary. Students who feel that classroom talking is disrupting class are encouraged to diplomatically approach these particular peers. If this option does not bring resolution to the problem, students should inform faculty of the situation.

b. The University policies related to use of alcohol and illegal substances will be strictly enforced by course faculty. See

<http://www.udel.edu/stuguide/09-10/index.html>

3. Students must adhere to dress code: Students are required to wear their UD nursing uniform and ID badge for laboratory experiences, and to wear conservative clothing (see field experience section for more detailed information) and ID badges for field experiences.

Class outline:

Class Session	Content	Readings (TBA)
1	Personal perspectives on: Health, wellness, vulnerability, and health promotion: Personality & Wellness	
2	Impact of culture on health, wellness, and vulnerability	
3	Physical illness and disabilities as vulnerabilities	
4	Spirituality History of Nursing & Spirituality Spirituality vs. religion Loving kindness meditation Risk for Spiritual Distress Research Integrative Medicine Paradigm Shift & Medicine Evolution of CAM Natural Systems Theory Holistic Model of Care	
	Integrative Medicine Transpersonal Human Caring & Healing Healing vs. Curing Nurse as Healing Environment Psychoneuroimmunology Stress Response & CAM connection Current Research CAM Resources	
6	Sexuality across the lifespan Nursing assessments and interventions Selected issues and vulnerabilities Gender Sexual orientation	
7	Teaching and learning across the lifespan	
8	Family Health Promotion Across the Lifespan Nursing assessments and interventions Selected issues and vulnerabilities Caregiver role strain Family violence	
9	Poverty and homelessness	
10	Maternal infant: Nursing assessments and interventions Selected issues and vulnerabilities Preconception health	

11	Home visits Geographic vulnerabilities (urban/rural/migrancy)	
12	Children and adolescents: Nursing assessments and interventions Selected issues and vulnerabilities: Immunizations and primary care, Teen pregnancy, teen risk behaviors/decision making, teen dating violence	
13	Injury and prevention	
14	Young adults and Middle adults Nursing assessments and interventions Selected issues and vulnerabilities Women and heart disease	
15	Disasters Mental health issues across the lifespan Vulnerability: Serious and persistent mental illness	
16	Older adults Nursing assessments and interventions Selected issues and vulnerabilities	
17	Wellness and the aging process	
18	Economic vulnerability and aging within the family	
19	End of life issues	
20	The Nurse's role in health promotion, advocacy, social justice in the US and beyond <ul style="list-style-type: none"> • The nurse's role with global health issues 	
21	Self-care and holistic nursing practice	
22-25	Student presentations—Health Promotion with a vulnerable population	

Clinical component: none, field experiences to include Meals on Wheels home visit and health promotion project

Field Experiences:

1. **Health Promotion Project:** The purpose of the field experience is to provide students with the opportunity to design and participate in a health promotion activity. It will also provide an opportunity to gain teaching experience in the community setting, in which a variety of agencies have been selected for the experience. Depending on the agency or experience, students will work in groups of 4 to 6 students to define and develop a health promotion activity for the agency based on needs of the population served (i.e., school-age children, college students, older adults). Guidelines for the experience can be found under the Sakai Assignment icon for "Field Experience." The group presentation to the class will be based on the health promotion activity that was undertaken during the specific field experience. Guidelines for the final presentation are described under the Sakai Assignment icon for "Health Promotion Project." It is incumbent on each group member to participate equally in this effort. Students will have the opportunity to do a scored peer evaluation of each member in their group and this score will be factored into the individual group member's grade for this project. Therefore, it is possible that each group member will receive a different grade for this project. Please remember that photographs may not be taken of any clients in any of the field experience settings (older adult or staff member), without their signature on a University of Delaware pre-printed Audio-Visual permission form (located in the Resources folder), even if the client verbally agrees to being photographed. You may take photographs of your group while you are engaged in your health promotion activity, as long as clients and/or staff are not included or identifiable in the photograph. Children must have the signature of their parents or legal guardian.

The health promotion project (HPP) for this course consists of five components which are evaluated separately. The first requirement for the group is to *identify the purpose and objectives* of the project. The second component of evaluation is another group effort that involves development of a *bibliography* with a minimum of four articles related to the topic, which are utilized to develop and present a health promotion topic that is accurate and age appropriate for their assigned field experience. Following the actual HPP presentation at the site, each individual will separately write a short (1-3 page) paper (*Field Experience Paper* Assignment) to summarize their personal impressions of the event and answer specific questions. The fourth evaluation component of the Health Promotion Project will require the group to develop a 15-minute PowerPoint *class presentation* of their project and present to their classmates and instructor during the last two class periods of the semester. The fifth and final evaluation component involves a *self and a peer performance evaluation* of each group member's overall contribution to the HPP.

- 2. Meals on Wheels Experience**—students will work in pairs to conduct home visits and assessments for eligibility for Meals on Wheels services in client's homes. Try to pair up such that one member of the duo has access to a car. Dates will be scheduled for M-F throughout the semester. Students will report to the Newark Senior Center at 12:45 for assignments. Assessments will be done 1:00-3:00. Students will be given driving instructions and will drive to clients' homes throughout New Castle County to conduct assessments. **Please review the Meals on Wheels forms on SAKAI.**

Meals on Wheels Journal

1. Briefly describe the family/individuals you visit during your home care/Meals on Wheels assessment visit.
2. Identify environmental hazards in the homes visited which may impact the health of home residents.
3. Discuss the role of the nurse in conducting home visits and promoting health within the home environment.

Student evaluation: via University computer evaluation system

Course evaluation: annually via curriculum committee mechanisms

Evidence of Opportunities for Outcomes Achievements: attached

Unique aspects of the course: This course, as part of the mandatory nursing curriculum, combines the current NURS231 and NURS232. It provides a mechanism for teaching about health promotion and vulnerable populations in one course, preventing any duplication in material. It also will hopefully meet the UD multicultural requirement.