

**AUGSBURG COLLEGE
DEPARTMENT OF NURSING
NUR 411 COMMUNITY HEALTH NURSING II-Pine Ridge
AUGSBURG FOR ADULTS
Spring 2008**

Faculty: Marty Alemán, BSN, PHN
Dr. Cheryl Leuning, RN, PhD
Katherine Baumgartner, RN, MAN
Cathy Miller, BSN, PHN

Equivalent Credits: 1 course or 4 semester credits
Class Hours: April 7, 2008@5:45pm-9:00pm plus Immersion weeks
Wk #1-April 12-18,2008 or Wk #2-April 19-25, 2007 or Wk #3-May 11-17,
May 27, 2008@5:45pm-9:00pm
Bethel Lutheran Church-Rm TBD

COURSE OVERVIEW:

This is a clinical course in which the student examines the major curriculum concepts of individual, families and communities within the context of a culturally diverse community. Persons as clients are viewed as members of a community, family and of the greater evolving society.

Students in this course will participate in the practicum in Pine Ridge, South Dakota from Wk #1-April 12-18, 2008 or Wk #2-April 19-25, 2007 or Wk #3-May 11-17, 2008

Emphasis is on community health nursing practice in collaboration with Indian Health Services, Public Health nurses, community health care workers and indigenous health promoters to further understand the Lakota culture and community healing resources. Building on a base of knowledge about community health, value systems, and cultural sensitivity, the student utilizes the holistic nursing process with selected groups and populations on the Pine Ridge Indian Reservation.

The community health nurse has a role on three levels of practice: individual, community, and systems. The community health nurse assists individuals as members of families to interact with systems in their communities. The community health nurse functions as a family health nurse utilizing principles of holism, education, advocacy, negotiation, and collaboration with families. The community health nurse also serves the community through the implementation of a set of seventeen interventions.

The student applies knowledge related to health care and communities from the previous course work in the nursing major. Building on a base of knowledge about value systems and cultural diversity, the student utilizes the holistic nursing process with selected clients, aggregate groups and populations. The student uses communication skills with clients and professional colleagues in a variety of health care settings.

TEACHING METHODS:

The teaching methods will include: discussion in large and small groups, experiences in community settings with mentorship by other professionals.

Expectations of Learners in the Course

- A. Observation or joint visits with cultural guides, community health workers and indigenous health promoters.
- B. Participation in group discussions about community based experiences.
- C. Appropriate review of the research relevant to the topic of the client(s) needs.

- D. Schedule appropriate communication with faculty.
- E. Attendance at appropriate meetings for community activities.
- F. Class and practicum attendance

Professional Expectations

- 1. Demonstrates the professional behavior of a nurse in a work setting including adherence to the nursing code of ethics.
- 2. Utilizes professional communication skills in interactions with clients and other professionals.
- 3. Completes assignments as outlined in the syllabus.
- 4. Meets with faculty as needed in person or in e-mail discussions to discuss activities and planning for learning activities.
- 5. Incorporate appropriate research related to client needs.

OBJECTIVES OF THE COURSE

- 1. Demonstrate respect for the inherent uniqueness and personal rights of the individual, groups, and communities within the context of society by:**
 - a. Critically reflecting on personal and cultural values as a health care professional.
 - b. Identifying the culture and the effect of culture on clients living in a community.
 - c. Identifying populations at high risk of illness, disability, premature death or poor recovery.
- 2. Apply nursing theories to nursing practice decisions with individuals, families, groups, systems and community in selected situations by:**
 - a. Utilizing public health theory and other professional frameworks to discuss the environment, the family, and individuals across the life span.
 - b. Defining the public health nursing interventions as outlined in the MDH Public Health Interventions document giving examples from the clinical observations.
 - c. Defining the core functions and essential services of public health as evidenced in the clinical nursing experience.
- 3. Synthesize knowledge from the liberal arts with the arts and science of nursing by:**
 - a. Utilize epidemiological principles: incidence, distribution, and control of disease in a population, as well as the risk factors and environmental factors in community assessment.
 - b. Applying an ethical framework to interventions with individuals, families, systems and communities.
- 4. Utilize a holistic nursing process to assist individuals, families, groups, systems and community to maximize their health potential by:**
 - a. Apply the nursing process in the community health setting.
 - b. Identifying community services, institutional resources, and other health care providers useful for assisting in promoting the health of populations.
 - c. Describing how change occurs in individuals, groups, families, systems and communities.

REQUIRED TEXTS

Nerburn, Kent *Neither Wolf Nor Dog: On Forgotten Roads with an Indian Elder*

ISBN-13: 9781577312338

Texts used in NUR 410 for reference:

Public Health Nursing Section. (2001). *Public health interventions: Applications for public health nursing practice*. Minnesota Department of Health: St. Paul. This document can be retrieved at:

http://www.health.state.mn.us/divs/cfh/ophp/resources/docs/phinterventions_manual2001.pdf

Public Health Nursing Section. (2001). Population-based public health nursing resources and tools. Minnesota Department of Health: St. Paul. Retrieved from <http://www.health.state.mn.us/divs/cfh/ophp/resources/db.html>

Additional readings on electronic reserve, listed websites and distributed in class. See class grid published on Moodle.

This course information and course activities will be on Moodle at the Augsburg College site: www.augsburg.edu. The directions on how to access Moodle are on the web.

Other Web Sites:

- Centers for Disease Control: <http://www.cdc.gov/>
- World Health Organization: <http://www.who.int/en>

TEACHING-LEARNING RESPONSIBILITIES:

Teaching and learning is a mutual commitment on the part of students and faculty. Students are responsible for their own learning and are responsible for meeting the requirements of the class. These expectations include, but are not limited to, appropriate preparation, attendance and participation in class, on-time submission of written work, on-going self-assessment of learning needs and professional growth.

The instructors are responsible for teaching by creating an environment conducive to student learning, acting as a learning resource and support, guiding the students to appropriate sources of information, identifying relevant learning activities and being available as needed to help the student achieve the stated course objectives. Thus, it is intended that, throughout this course, a continuous and mutual process of teaching/learning will occur resulting in the personal and professional growth of all concerned.

Students with special learning or physical differences (formally diagnosed) have legal rights to course modifications. Please identify yourself to the professor so that the professor may assist you with your course progress. All students have the right to use the Augsburg College Class Office and the Augsburg College Counseling Office, as well as to receive tutoring assistance from the Writing Lab program. Writing lab hours will be presented on the first night of class.

Appropriate grammar and spelling are a basic expectation of all work submitted. APA style format is required for all papers, unless otherwise specified.

Unless there are exigent circumstances, *no extensions* will be granted in this course. Incomplete grades are given only in accordance with Augsburg College policy and are intended to be used when a student has an event such as an illness or special family need. Incomplete grades cannot be used to complete work or to rewrite work that was not satisfactory.

STUDENT EVALUATION:

COURSE GRADING:

Assignments will be distributed at first class meeting.

Course Total: 400 Points = 1 Course

<u>Points</u>	<u>Grade</u>	<u>Percent</u>
372-400	4.0	93%
352-371	3.5	88%
332-351	3.0	83%
312-331	2.5	78%
292-311	2.0	73%

See Augsburg College Catalogue for description of grade performance expectations

Assignment	Number of Points	Date
Learning Contract	20 points	To be determined with instructor
Clinical Learning Logs	200 points (50 points each)	May 27, 2008
Journal	60 points	May 27, 2008
Seminar and Class Participation	20 points	April 13-18, April 19-25 or May 11-17, 2008
Development of Portfolio/Presentation	100 Points	May 27, 2008

Learning Contract

20 points

Learning objectives:

1. The student will clarify their personal and professional learning objectives through opportunities available with the travel practicum experience.

Method to complete the assignment:

1. Complete goals and objectives for travel practicum.
2. Meet with the faculty member to review clinical experiences plan.

Clinical Learning Logs

200 points

Requires 4 submissions-50 points for each clinical log

Method to complete assignment

1. Form to be made available on Moodle
2. Instructions will be given in class.

Reflective journals:

60 points

Factual and reflective accounts of personal awareness and cultural experiences during the practicum and when you return to your community. Use only initials when referring to other persons in your journal. Write about the meanings you place on information and events, and how concepts from readings and class seminars relate to experiences. Specific questions will be provided to direct your reflective journaling and help you to apply concepts learned in class. Content in journals will not be graded, but structure of information will be considered in grading.

Seminar and Class Participation

20 points

There will be both formal and informal discussions during the practicum experience that will enhance the learning experience of the student. Active participation in these discussions is expected.

Preparation of the Portfolio or Presentation

100 Points

Instructions will be handed out in class.

Office Hours:

Office meetings can be arranged with the student's instructor before or after class or at a mutually agreeable time.

Email addresses: Marty Alemán: aleman@augsborg.edu
 Dr Cheryl Leuning leuning@augsborg.edu
 Katherine Baumgartner, baumgark@augsborg.edu or
 Cathy Miller miller.cathy@co.olmsted.mn.us

Phone Numbers: Marty Aleman (507)328-7466(W) (507) 254-5749 (Cell) (507) 289-8693 (H)
 Cheryl Leuning (612)330-1214, Katherine Baumgartner (612) 330-1204
 Cathy Miller (507) 328-7481