DePaul University  
School of Nursing  
Winter 2015

Course Number: NSG 431  
Course Title: Health Promotion for Families and Communities  
Credit Hours: 4 Quarter Hours  
Prerequisites: None  
Course Meeting: Monday’s 6:00pm – 9:15 pm  
Weeks 4, 7, 9 will be offered online via D2L; off campus Community-based Service Learning hours are arranged individually between student and the community partner  
Meeting Location: Levan Center Room 504

Course Description:  
Examines issues, frameworks, theories and techniques relevant to health promotion for individuals, families and communities. Health disparities and social & cultural factors impacting health and wellness are examined and methods for assessing and facilitating cultural competence of providers and institutions are studied. The nurse's role as advocate for health promotion in public policy is discussed.

Course Faculty: Karen Larimer PhD, ACNP-BC, FAHA  
Assistant Professor  
DePaul University, School of Nursing,  
990 W. Fullerton Ave. Suite 3000  
Office 773-325-8105, Cell: 773-612-6205  
Email: klarimer@depaul.edu (most assured way to reach me)

Course Objectives: After participating in this course, students will…  
1. Develop and carry out a written plan for a health promotion activity to be carried out in a community setting, evidencing one or more principles of andragogy or cultural competency and identification of relevant social and cultural determinants of health.  
2. Utilize critical thinking to identify, analyze and communicate about current trends and issues that are impacting the health of individuals, families and communities.  
3. Analyze concepts and theories for family nursing, health education and health promotion within a framework of advanced nursing knowledge development and professional practice.  
4. Use an analytic framework to plan culturally sensitive care for a family in the context of interpersonal, social, cultural, economic, ethical, legal and political relations.  
5. Demonstrate basic understanding of how health care systems are organized and the impact of various forms of organization on nursing practice.  
6. Use refined bibliographic data retrieval techniques to construct evidence-based plans for nursing practice.

Teaching/Learning Strategies:  
Textbook readings, journal articles/topic discussions, DVD/video clips, topic papers, class presentations, journaling, self-reflection and Community-based Service Learning experience.

Required Textbook:  
Additional required reading: see eReserves in D2L

Community-based Service Learning:
A learning strategy used in this course – Community-based Service Learning (CbSL) – is consistent with the Vincentian mission of the University and the School of Nursing. CbSL is a dynamic, collaborative process whereby faculty, students and community-based organizations partner to link academic learning with service with to the community. Students are involved in contributing to meeting community needs while (a) applying their experience to their personal and academic development, and (b) applying their academic learning to their community experience (i.e., bi-directional). With CbSL, a student must have intentional learning objectives for the service and structured reflection that aligns with course learning outcomes and integrates the academic learning and the community-based learning. In this graduate education model, the service enhances student learning and culminates in a tangible product of value to the host community organization (Naravage & Lindell, 2001).

DePaul’s Steans Center for Community-based Service Learning staff and the School of Nursing faculty have established relationships with strategic community partners that may or may not have a specific nursing focus. Each student will be assigned to same community partner for their entire MENP Program to facilitate professional development and productive service to the community. School of Nursing faculty members are responsible for determining learning objectives, preparing students for their experiential learning and monitoring student learning throughout the quarter. The Steans Center staff is responsible for matching students with community partners, facilitating the “onboarding” process throughout the quarter. If any placement or site relations problems arise with your community partner the student is responsible for resolving issues. If unsuccessful, the student is responsible for notifying the Steans Center. If further assistance is needed the student should contact the course instructor

Community-based Service Learning Requirements and Expectations:
Doing well in this course requires success with BOTH the academic and community-based learning requirements of the course. This includes meeting the following expectations:

• Read and sign the Steans Center Community-based Service Learning Guidelines for Service Learners. This document outlines your responsibilities and expectations at the community partner site. Please find details regarding those responsibilities and expectations in that document (this document is either signed at orientation or the first day of class).
• Complete a minimum of 16 CbSL hours each quarter.
• Submit required Hours Tracking Log to course instructor.
• Complete and submit surveys and/or evaluations regarding your CbSL experience.
Failure to meet the requirements and expectations will result in a failing grade. Please refer to the School of Nursing Student Handbook for more information.

Community-based Service Learning and Confidentiality
Students are expected to adhere to the School of Nursing Student Handbook policy on client privacy and confidentiality. Confidentiality is the protection of a client’s privacy through careful use of oral and written communications. The clients’ right to privacy is safeguarded by protection of confidential information. Protecting the confidentiality of client information means protecting it from unauthorized use in any format, verbal, written, electronic or fax. In addition, professional boundaries should be maintained at all times. Failure to protect confidentiality of any client-related information covered in the clinical rotation or in the community-based service learning experience may result in disciplinary action, up to and including suspension or dismissal from the University. The student is encouraged to consult the Student Handbook for further information and specific examples of clinical situations that pertain to the policy.

Attendance:
Attendance at all classes is necessary to achieve the course objectives. Participation during course sessions is required of all students. Students are expected to come to all class sessions on time and prepared to contribute to the class discussion with informed comments, questions and critiques. Absences, tardiness, or early departures from class must be discussed with faculty in advance; if excessive or inappropriate, this will be regarded as unprofessional behavior and course evaluations will reflect this. Completion of a total of 16 hours of Community-based Service Learning is required. Specific timing of hours/days is arranged individually between student and community partner. Excused
absences are granted only for documented medical emergencies or extreme family emergencies. Students with dependents must have pre-arranged back-up care in the event of a dependent’s mild/moderate illness.

**Course Requirements and Evaluation:**

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<thead>
<tr>
<th>Assignment</th>
<th>Instructions</th>
<th>Rubric</th>
<th>Example</th>
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<tbody>
<tr>
<td>Community Partner Site Assessment Paper</td>
<td>D2L</td>
<td>D2L</td>
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<tr>
<td>Health Promotion Paper and Presentation</td>
<td>D2L</td>
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<td>Community-based Service Learning Journal (3 entries)</td>
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<td>Family Health Assessment and Genogram (in-class)</td>
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<td>Community Health Promotion Plan (individual or group presentation)</td>
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<td>5 Quizzes (in-class)</td>
<td>D2L</td>
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<td>Community-based Service Learning hours/log (16 hrs)</td>
<td>Pass/Fail</td>
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Total 100% Final Course Grade

See D2L for detailed descriptions and grading rubrics for each assignment

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<th>Grading Scale:</th>
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<tr>
<td>A</td>
<td>96-100</td>
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<tr>
<td>A-</td>
<td>93-95</td>
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<td>B+</td>
<td>91-92</td>
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<td>B</td>
<td>88-90</td>
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<tr>
<td>B-</td>
<td>86-87*</td>
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<tr>
<td>C+</td>
<td>83-85</td>
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<tr>
<td>C</td>
<td>80-82</td>
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<tr>
<td>C-</td>
<td>77-79</td>
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<tr>
<td>D+</td>
<td>74-76</td>
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<td>D</td>
<td>70-73</td>
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School of Nursing Policies

- Upon completion of the course, the student is expected to have a minimum average of 86 (B-). Nursing students must achieve a grade of B- or better in all graduate courses. Students receiving a C or C+ will be placed on probation until the cumulative GPA returns to 3.0. Students receiving more than one C (C or C+) or less than a C (C- or less) will be dismissed from the program. Graduate nursing courses may not be repeated to improve a grade.

- Students are expected to access course information via the University’s Desire to Learn platform (D2L). Students are expected to have regular access to standard PC/Mac technology including broadband access, standard word processing and presentation software (Microsoft Word and Powerpoint or similar), and internet access for communication and research purposes. Consult the DePaul Technology Support Center at 312-362-8765 or on-line via Campus Connect for assistance.

- Students are expected to submit work by stated deadlines. Late submissions may have points deducted or may be assigned a grade of zero, at the instructor’s discretion. Considerations of extenuating circumstances for a late assignment will be discussed and determined by course faculty. Students are expected to contact faculty prior to the due date for ALL anticipated late assignments.

- All written work should be done on a computer using APA format (6th edition). Please keep a hard copy of all work submitted or E-mailed to the instructor, even if you have stored your assignment on a disk. If for any reason your work is lost, you will be required to resubmit the assignment. Some assignments in this course may be accepted in LEGIBLE handwritten form via paper hardcopy. Please keep a copy of all submitted handwritten work as well. Follow guidance from instructors on case by case basis.

- Students are responsible for their own learning and are expected to contact the instructor during office hours or by appointment for any assistance needed. You are responsible for all materials distributed in class and can expect all materials to be reflected in course evaluation activities such as testing. Students are expected to demonstrate college (or graduate) level writing, speaking, discussion, and analytic skills in all course work.

- Use of electronic devices in lecture, lab and clinical: it is expected that students will use electronic devices in a professional manner for exclusively academic or reference use during lecture, lab, and clinical. Photography (still or video) in ANY academic or clinical setting is prohibited. Audio recording is permitted with only express permission of the speaker. Personal phone use during clinical is prohibited except during lunch break.

- For a full list of School of Nursing policies, as well as the student code of conduct, students should consult the student handbook on the School of Nursing website.

Academic Integrity

- The School of Nursing adheres to the University’s policies on Academic Integrity Policy. Plagiarism as described in the current University Bulletin and Student Handbook as the, “unauthorized or unacknowledged use of the work of another, whether published or unpublished, constitutes plagiarism”. The University views such incidents most seriously, and a student may be assigned a grade of “F” when a violation is discovered.

- Consult the APA manual (6th edition) for instructions about proper citation or acknowledgement of the work of others in preparing class assignments. Students who are unsure of their skills in paraphrasing or otherwise making appropriate use of resource materials can obtain assistance at the Writing Center free of charge. Plagiarism software may be used to check student assignments, if originality of text is in question.
University Policies

- No person affiliated with DePaul will be the object of discrimination on the basis of race, color, ethnicity, religion, sex, gender, sexual orientation, national origin, age, marital status, parental status, family relationship status, physical or mental disability, military status, or other status protected by local, state or federal law, in its employment or its educational settings.

- The Dean of Students Office (DOS) helps students in navigating the university, particularly during difficult situations, such as personal, financial, medical, and/or family crises. Absence Notifications to faculty, Late Withdrawals for medical/personal situations, and Community Resource Referrals are DOS services that support students both inside and outside of the classroom. Additionally DOS has resources and programs to support health and wellness, violence prevention, substance abuse and drug prevention, and LGBTQ student services. DOS is committed to your success as a DePaul student. Please feel free to contact us at http://studentaffairs.depaul.edu/dos/, 773-325-7290, or Student Center 307.

Students with Disabilities:
Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations that can provide you with enrollment information, or inquire via email at csd@depaul.edu.

  - Loop Campus - Lewis Center #1420 - (312) 362-8002
  - Lincoln Park Campus - Student Center #370 - (773) 325-1677

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

Additional Accommodations:
This course includes instructional content delivered via audio and video. If you have any concerns about your ability to access and/or understand the material in its default format, please notify me within the first week of the course so accommodations can be made.

Vincentian Identity:
The university derives its title and fundamental mission from St. Vincent de Paul, the founder of the Congregation of the Mission, a religious community whose members, Vincentians, established and continue to sponsor DePaul. Motivated by the example of St. Vincent, who instilled a love of God by leading his contemporaries in serving urgent human needs, the DePaul community is above all characterized by ennobling the God-given dignity of each person. This religious personalism is manifested by the members of the DePaul community in a sensitivity to and care for the needs of each other and of those served, with a special concern for the deprived members of society. DePaul University emphasizes the development of a full range of human capabilities and appreciation of higher education as a means to engage cultural, social, religious, and ethical values in service to others.

The School of Nursing also derives its mission from Sr. Louise de Marillac, co-founder, with St. Vincent de Paul, of the Daughters of Charity. Sr. Louise de Marillac devoted her life to healing as a spiritual endeavor and trained women to nurse those in need in communities and hospitals. She is known for her forward thinking, broadening the nursing ministry to include marginalized groups such as prisoners and the mentally ill, and fostering collaboration between nurses and physicians. The work of Sr. Louise de Marillac inspires and guides the School of Nursing to embrace diversity, social inclusion, and belief in the value of working together toward greater ends in the educational process and in the practice of the profession of nursing.