Oakland University
School of Nursing

Nursing Care of Populations With Health Disparities

NRS 4551 (450)
CRN #13676

Faculty:

SUHA KRIDLI, Ph.D., RN
Professor

This course has been determined to meet the Oakland University General Education U.S. Diversity Requirements

Winter 2018

	Credits	Hrs/Wks	Total Hours Semester
COURSE NUMBER:	**NRS 4551 (450) – CRN #13676**		

	Credits	**Hrs/Wks**	**Total Hours Semester**
CREDIT & HOUR ALLOCATION:	**4**	**4 x 7**	**28**

COURSE TITLE: **Nursing Care of Populations with Health Disparities**

CLASS TIME & LOCATION: **January 3, 2018 – February 17, 2018**
On-line

FACULTY OF RECORD: **Suha Kridli, Ph.D., RN**
Professor
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This course has been determined to meet the Oakland University General Education U.S. Diversity Requirements

PREREQUISITES and/or CO-REQUISITES

Prerequisites: NRS 2021 (221), NRS 3511 (310), & NRS 3071 (452)

OU GENERAL EDUCATION STUDENT LEARNING OUTCOMES

U.S. Diversity

U. S. Diversity prepares the student to demonstrate:
- Knowledge of how diverse value systems and societal structures in the United States are influenced by at least two of the following: race, gender, ethnicity identify major challenges and issues these raise in society.

COURSE OVERVIEW

This course focuses on the provision of professional nursing care to diverse populations with health disparities. Factors that place individuals, groups, and populations at high risk for health disparities are discussed, including health literacy. Nursing's philosophy of care and its effect on alleviating health disparities across the lifespan are analyzed. Health and wellness factors amenable to change that fall within nursing's domain of care are examined. The concepts vulnerable and vulnerability, as they relate to health and wellness, are elucidated, including the professional nursing roles of leader and advocate as agents of change. Conceptual frameworks are analyzed for their applicability to the provision of health care to populations with health disparities.

COURSE OBJECTIVES

1. Examine concepts and theoretical frameworks applicable to vulnerability and health disparities across the lifespan.

2. Explore the outcomes professional nursing practice can have on vulnerability and health disparities by examining empirically-based literature related to the concepts.

3. Incorporate findings from the theoretical and empirical literature related to vulnerability and health disparities into patient-centered plans of care.

4. Evaluate the effectiveness of nursing plans of care on decreasing health disparities across the lifespan.

5. Examine professional nursing roles, including those of leader and advocate, related to health and wellness for vulnerable populations and those with health disparities.

TECHNICAL REQUIREMENTS

All e-Learning courses at Oakland University are delivered using a learning management system called Moodle that allows instructors to design entire courses online or to enhance a classroom-based course. The Moodle software resides on a server allowing students to access it via a web browser, e.g. Mozilla, Firefox. Each course is uniquely designed by the instructor who may include some of the following components in his/her web-based or web enhanced course: course syllabus, course material/content, course assignments, quizzes/tests, hyperlinks to other websites on the Internet and/or other OU web pages, discussion boards, Internal email, and the course grade book.

Logging into Moodle
Students login to Moodle with their NetID (oakland.edu email) account password. Please remember that anytime you change your NetID password, it will be reflected in your Moodle login.

- Open the Moodle Login page: https://moodle.oakland.edu
- Log-in using the first part of your NetID username and password, e.g. if your email is jwilson3@oakland.edu then:
    - Username: jwilson3
    - Password: whatever your Oakland University email password is

If you have any problems/issues with Moodle, you need to contact or fill out a help desk request form for e-Learning and Instructional Support.

To view course materials in MOODLE you will need the latest version of Adobe Reader that can be downloaded free of charge at www.adobe.com

Technical Skills required:
Enrolled students will have completed prerequisites or taking co-requisite: NRS 310 (RN/BSN program). You are also expected to have a moderate level of computer proficiency. You should already be comfortable doing all of the following:
- Using your chosen computer operating system and web browser
- Following online directions for using a new program
- Typing at least 20 words a minute
- Troubleshooting basic computer problems
- Working through problems you can't resolve on your own with remote support technicians

Required Technology:
In order to fully participate in this course, you will need:
- An internet connected computer with the most updated versions of your favorite web browser installed. Use of smartphones and tablets is not recommended.
- In the event that your computer crashes or internet goes down, it is essential to have "backup plan" in place where you are able to log in using a different computer or travel another location that has working internet.
- Any files intend to use for your course should be saved to a cloud solution and not to a local hard drive, USB stick or external disk. Saving files this way guarantees your files are not dependent on computer hardware that can fail.

Technical Assistance:
If you have general questions about the course (such as due dates, content, etc) or accessing course content, please contact me (Dr. Kridli). For Moodle technical issues that you cannot resolve on your own, please contact the e-learning and Instructional Support Office at (248) 805-1625 or go to "Get Help" link at the top of Moodle.

Student and Faculty Expectations:
Students taking this course are expected to:
- Ensure that their computer is compatible with Moodle.
- Login in 3-5 times a week; daily login is highly recommended.
- Complete all assignments by the deadline
- Respond to emails within 2 days
- Participate in a thoughtful manner
- Use rules of "netiquette" as they will be observed at all times. Since we want a free exchange of ideas, we must feel free to express ourselves and have our views respected.

The faculty will:
- Login to the course every day, or at least 5 days per week.
- Moderate conversations in discussion forums.
- Respond to "Let's discuss" forums and email within 1-2 days.
- Grade assignments within 7 days of the assignment deadline.

COURSE EVALUATION

In addition to the Oakland University Academic Conduct Policy in the School of Nursing, completion of all course related assignments must be the result of the student's <u>individual effort</u>, except in the circumstances where the assignment requires group effort. Students are responsible for adhering to all course procedures and policies set down by the faculty for successful completion of this course. Absence from class (online participation) for whatever reason carries with it the obligation of making up missed work.

Students are particularly advised to recognize sources of information included in written assignments. Quotes or paraphrases of quotes unless significantly different from the original work, **must be enclosed in quotes and the source cited.**

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THE COURSE GRADE WILL BE DETERMINED AS FOLLOWS:

Module 1 –	Vulnerable populations	20% of final grade
Module 2 –	Essay exam	30% of final grade
Module 3 –	Presentation	30% of final grade
Module 4 –	Final exam	20% of final grade
	Question guided discussion	pass/Fail

NOTE: Due date for each assignment can be found in Moodle under each assignment in the Assignment section. No assignment will be accepted after the due date unless prior arrangements have been made with the professor. Make up exam are allowed only by special arrangement with the professor prior to due date of the exam.

REQUIRED TEXTBOOKS

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington D.C.: Author

De Chesnay, M. & Anderson, B. A. (2016). Caring for the vulnerable. Perspectives in nursing theory, practice, and research (4th.). Sudbury, MA.

ASSIGNMENTS:

Due date for each assignment can be found in Moodle under each assignment in the Assignment section.

Vulnerable population and self-awareness assignment
This 2 page, double spaced, APA formatted paper (cover page and reference list not included) must include the followings:

- Based on your assigned reading define one specific vulnerable population that is vulnerable in terms of health.
- Check The National Center for Health Statistics (www.cdc.gov/nchs) or similar reliable website to provide the reader with statistical background information for your chosen vulnerable group.
- Compare their statistical background to the other groups/populations
- Explain why this population would be considered vulnerable.
- End your paper with one paragraph using self-reflection to evaluate your perception before and after learning about this vulnerable population.

Vulnerable population and self-awareness assignment rubric (100 points= 20% of grade)

	Clearly stated (20 points)	Somewhat lacking (12 points)	Seriously lacking (6 points)	Not reported (0 points)
Definition of your selected vulnerable population (20 points)				
Health statistical background and comparison to other groups (20 points)				
Explanation of vulnerability (20 points)				
Self reflection (20 points)				
Style (20 points)	(20) Grammatically correct, fluid and well-written, without spelling or typing errors; meticulously follows APA style for references and internal citations.	(12) No spelling errors, perhaps minor grammatical or punctuation errors; few errors in APA style for references and internal citations.	(6) Major spelling, grammatical or punctuation errors, awkward or confusing writing; Multiple errors in APA style for references and internal citations	

<u>**Essay Exam**</u>

This short answer exam is designed to test critical thinking skills in applying the principles in Chapter 1, 4 and 5 in your textbook. Read each question carefully, make sure you understand what is being asked, and allow enough time per question for a full answer. You are allowed a maximum of four pages using APA for the whole exam. Cover page and reference list are not included in the 3 page limit..

The questions are as follows:

1. **Compare and contrast** the terms cultural competence (CC) and cultural sensitivity (CS) and provide a brief **case** example of each-showing a nurse who is culturally sensitive and one who is culturally competent. (You can make up the case from your own clinical or from the chapters in chapter 4.)

2. If you were to start a program to provide primary, short-term health care to the homeless, how would you design it from a **social justice(SJ)** framework? Think about location, funding, human resources and more.

3. Mr. Smith is a 78 year old African American male who has hypertension and has a history of mild strokes. He lives in rural Alabama with his daughter and son-in-law. He was a farmer who never graduated from grade school but he managed to support a family of five with his labors. At present, he cannot work due to a tractor accident five months ago and receives a small disability check.
   Explain how he is a member of a vulnerable population and name the groups which would be considered vulnerable. Discuss three issues related to Mr. Smith's cultural background that might affect his recovery from his injury.

4. Write a one page letter to a legislator explaining how the denial of healthcare benefits to undocumented immigrants increases healthcare costs for everyone.

<u>**Essay Exam Grading rubric (100 points=30% of grade)**</u>

	Clearly stated	Somewhat lacking	Seriously lacking	Not reported
Q1. Define cultural competence and cultural sensitivity (10 points)	10 points	6 points	3 points	0 points
Q1. Compare and contrast of CC and CS (20 points)	20 points	12 points	points 6	0 points
Q2. Define social justice (10 points)	10 points	6 points	3 points	0 points
Q2. Develop a program based on SJ (20 points)	20 points	12 points	6 points	0 points

	10 points	6 points	3 points	0 points
Q3. Name the vulnerable group and explain vulnerability (10 points)	10 points	6 points	3 points	0 points
Q3. Explain issues related to cultural background. (10 points)	10 points	6 points	3 points	0 points
Q4. Letter to legislator (10 points)	10 points	6 points	3 points	0 points
Style (10 points)	(10 points) Grammatically correct, fluid and well-written, without spelling or typing errors; meticulously follows APA style for references and internal citations.	(6 points) No spelling errors, perhaps minor grammatical or punctuation errors; few errors in APA style for references and internal citations.	(3 points) Major spelling, grammatical or punctuation errors, awkward or confusing writing; Multiple errors in APA style for references and internal citations	0 points

Vulnerable population presentation
This is a group assignment. Groups will be assigned by the faculty and a forum will be developed for each group to discuss their assignment. Peer evaluation, of the members in your group, is not graded but required. Not participating in the group discussions and peer evaluation of team members will result in a grade of zero.

Using your textbook and at least two outside resources (research based articles) select a cultural group and create a power point presentation using APA. The power point presentation will consist of 9-12 slides and must include:
- One title slide reflecting studied group, names, course and date.
- An introduction slide of your selected group
- One slide of general demographics related to your selected group.
- 1-2 slides of health demographics (risk factors) related to your selected group.
- 1-2 slides of explanation and application of a nursing theory to your selected group (such as cultural care theory)
- One slide explaining two evidence based interventions, strategies or programs that can be used to ensure culturally competent care to this population in an effort to reduce their vulnerability.
- 1-2 slides explaining two barriers or challenges related to delivering culturally competent care to this population.
- One conclusion slide

- One reference list slide
- You are expected to record a narration (voice recording) in your power point presentation for 20-25 mins and post it on the Discussion Forum for your classmates for evaluation. There are multiple tutorials online that can help you record your voice in your power point presentation if you need help. One example is https://www.youtube.com/watch?v=QZp3jumnWUg

You will be evaluated by your classmates, using the rubric provided below, on your presentation. The average of your peers' evaluations will determine your final grade for this assignment.

Vulnerable population presentation rubric (100points= 30% of grade)

	Clearly stated (10 points)	Somewhat lacking (6 points)	Seriously lacking (3 points)	Not reported (0 points)
Title slide (10 points)				
Introduction (10 points)				
General demographics (10 points)				
Health demographics (10 points)				
Nursing theory (10 points)				
EB interventions (10 points)				
Challenges/barriers (10 points)	.			
Conclusion (10 points)				
Style (20 points)	(20 points) Grammatically correct, fluid and well-written, without spelling or typing errors; meticulously follows APA style for references and internal citations.	(12 points) No spelling errors, perhaps minor grammatical or punctuation errors; few errors in APA style for references and internal citations.	(6 points) Major spelling, grammatical or punctuation errors, awkward or confusing writing; Multiple errors in APA style for references and internal citations	

Peer Rating of Team Members

Name: _____   Date: _____

Please write the names of all of your team members, INCLUDING YOURSELF, and rate the degree to which each member fulfilled his/her responsibilities in completing the homework assignments. The possible ratings are as follows:

Excellent (10)   consistently went above and beyond carried more than his/her fair share of the load

Very good (8)   consistently did what he/she was supposed to do, very well prepared and cooperative

Satisfactory (6)   usually did what he/she was supposed to do, acceptably prepared and cooperative

Ordinary (4)   Often did what he/she was supposed to do, minimally prepared and Co-operative

Marginal (3)   sometimes failed to participate or complete assignments, rarely prepared

Unsatisfactory (2)   **consistently failed to show up or complete assignments, unprepared**

Superficial (1)   **practically no participation**

No, show (0)   No participation in discussion board at all

These ratings should reflect each individual's level of participation and effort and sense of responsibility, not his or her academic ability. **Total number of students per group will be determined by the instructor. No changing of group membership will occur once the groups have been determined.**

<u>**Name of team member**</u>   <u>**Rating**</u>

_____   _____
_____   _____
_____   _____
_____   _____

Your signature**: _____**

Question guided discussion (Pass/Fail)
There will be a QGD in this course. This assignment allows students to communicate with each other using the discussion board. The question guided discussion is a 'hybrid' assignment that contains three parts. In part one, I will post two questions. In part two, each student is to answer one of two the posted questions with support from the book. Please Add a new discussion button to create your initial post. Your answer must reflect critical thinking and very good understanding of the readings. In part three, each student will comment/respond to one classmate's response to the question using APA (Pass/Fail). If you see one question has been answered a few times, please pick one that has not been answered yet. We want to promote a good discussion! Throughout the week, reply to peer posts that answered different questions than the one you chose. Ask them a question, share and experience, idea or strategy, or even share a link with more information. A brief response like "good job" or "I agree" is not helpful in continuing discussion. Be sure to reply within a day or so to any replies you get to your post. This assignment is graded as Pass/Fail.

Rubric:

Added one new topic addressing a question above.	P/F
Posted on-time with substantive content and length.	P/F
Actively responded to peers and replies to initial post	P/F
Content is formatted in proper writing fashion. (i.e. no shorthand or text messaging abbreviations)	P/F

Final examination (20% of final grade)
The final exam is an open book, multiple choice exams that covers all chapters assigned during the semester. You will get about five 5-10 questions per chapter. You will get 2 attempts to do the exam.
Grade is based on the number of accurate responses.

Oakland University School of Nursing

GRADE CONVERSION

Note: 70% = 2.5

PERCENTAGE	GPA
100.00	4.0
98.00 – 99.99	3.9
96.00 – 97.99	3.8
94.00 – 95.99	3.7
92.00 – 93.99	3.6
90.00 – 91.99	3.5
88.00 – 89.99	3.4
86.00 – 87.99	3.3
84.00 – 85.99	3.2
82.00 – 83.99	3.1
80.00 – 81.99	3.0
78.00 – 79.99	2.9
76.00 – 77.99	2.8
74.00 – 75.99	2.7
72.00 – 73.99	2.6
70.00 – 71.99	2.5
68.00 – 69.99	2.4
66.00 – 67.99	2.3
64.00 – 65.99	2.2
62.00 – 63.99	2.1
60.00 – 61.99	2.0
58.00 – 59.99	1.9
56.00 – 57.99	1.8
54.00 – 55.99	1.7
52.00 – 53.99	1.6
50.00 – 51.99	1.5
48.00 – 49.99	1.4
46.00 – 47.99	1.3
44.00 – 45.99	1.2
42.00 – 43.99	1.1
40.00 – 41.99	1.0

Approved Faculty Assembly 2/20/03
Updated WI 05