

NURS 442

Case Studies in Community Health Nursing (Seminar)

**School of Nursing
College of Health and Human Services
GEORGE MASON UNIVERSITY**

Spring 2008

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GEORGE MASON UNIVERSITY
College of Nursing and Health Science

Course Number: NURS 442 (Seminar)

Course Title: Nursing as a Health Service III (1:1:0)

Placement in Curriculum: Senior Year (Co requisite N441)

Course Description: This seminar examines the application of nursing care related to vulnerable and culturally diverse populations. The emphasis is on case studies, which include health promotion, disease prevention, and cultural, political, ethical and legal issues. Primary, secondary and tertiary preventive concepts are applied in the course. The seminar meets every other week for two hours.

Catalog Description: The seminar examines nursing care related to populations with emphasis on health promotion and disease prevention. Ethical, policy, and legal implications are examined.

Course objectives:

Upon completion of this course, the student will be able to:

1. Apply the nursing process to populations of interest.
2. Analyze legal, political and economic variables which affect the delivery of health care to populations.
3. Examine cultural factors which influence health beliefs, health seeking behaviors, and nursing interventions.
4. Discuss ethical principles and dilemmas in population-focused care.
5. Identify community resources and collaborative strategies appropriate to the needs of vulnerable populations.
6. Incorporate health promotion and disease prevention concepts into health care and client education.
7. Examine epidemiological principles in the natural history of disease.
8. Demonstrate critical thinking skills through development and analysis of case studies.

Evaluation Methods:

Seminar Facilitation	60%
Seminar Class Participation	15%
Written answers to seminar questions, five points for each seminar	25%

An unexcused absence will reduce your current grade by 15 points. Students must notify faculty member prior to seminar if they cannot be present. To receive partial credit for seminar participation, arrangements must be made for make-up work for the missed seminar.

Grading Scale:

A+	99-100	C+	77-79
A	94-98	C	73-76
A-	90-93	C-	70-72
B+	87-89	D	60-69
B	83-86	F	0-59
B-	80-82		

Students must pass this class with a C or better (73-76%)

If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703-993-2474. All academic accommodations must be arranged through the DRC.

Required Textbooks:

Heymann, David. (2004). Control of Communicable Diseases (18th Ed.). Washington, D.C.: American Public Health Association.

Seminar Facilitation (60%):

Students will work in small groups to facilitate case studies on topics of their choice. The following are suggested topical areas plus others that will be suggested by the faculty.

- Immunizations
- Vulnerable populations/diverse cultures
- Violence in society
- Community mental health (i.e. adolescent suicide, affects of homelessness on the chronically mentally ill, depression in young adults, etc.).
- Maternal and child health issues
- Substance abuse
- School-based public health nursing
- Environmental concerns that affect community health (clean water, etc.)
- Epidemiology: Infectious, food borne, etc.
- Political Process in Public Health
- Tuberculosis
- International health issues

Purpose of Seminars:

1. The case study method is used as a teaching/learning strategy and provides a means to apply theoretical principles to nursing practice.
2. Critical thinking is promoted through problem analysis of real case studies (Case studies should be at the community or population level rather than individual or family focused).
3. Group discussion focuses on nursing interventions for the community.
4. Student groups facilitate the presentation of the case studies.
5. Various audio-visual media may be used as deemed appropriate by seminar facilitators.
6. Nursing process provides the basis for all seminar applications.
7. Current research articles provide background information to enhance understanding of each topic.

Guidelines for Seminar Facilitation:

- Read the rubrics for self evaluation and the faculty grading rubric in the syllabus. This will guide you in developing your seminar. You will also evaluate yourself on the facilitator self evaluation form.
- Seminar topics need to be approved by the faculty before group begins work. Each group should meet with the instructor at least three weeks before the seminar to make adjustments or corrections to the seminar format. Make arrangements with instructor to review plans for seminar.
- Each group will identify a population at risk and develop a case study which will describe background, problems, epidemiology, and all of the known pertinent information. Using the course objectives as a guideline, the facilitators will develop questions about the case study that will cover concepts in the objectives and stimulate group participation. **The facilitators will provide the questions with the answers- typed- to the instructor prior to the seminar.**
- A seminar packet will be distributed to the class preceding the seminar. See the calendar for dates. This is to include the seminar case study, case study questions and required readings and other assignments to prepare for the seminar discussion. The presenting group is responsible for ensuring that each person in the class receives the information packet two weeks prior to presentation or as directed by faculty. Be aware that there have been difficulties with emails going through and the presenting group must ensure that all students receive the information. Packets may be distributed in class to avoid this problem.
- Readings will be assigned by each group of facilitators. References should be from nursing and health related subjects and the majority of the articles should be **evidence based research and peer reviewed**- there should be at least three articles assigned to be read and if appropriate and readings from your text books should be referenced. When INTERNET services are used to locate references, students are responsible for assuring the citation of the article (so that others can look it up) as well as the legitimacy of the work (refereed journals, NOT lay literature). The group should have available a bibliography list for the seminar.
- The faculty will present the first seminar and the format should be used for all student seminars. This will be sent to students via email or distributed in class.

Seminar Participation (15%):

- All class members must be prepared to discuss each topic. Preparation for class should include reading materials and completing assignments prepared by the facilitators (study questions), reading current pertinent periodicals, interviewing resource people in clinical agency or in other community resource organizations, and/or gathering pertinent brochures or handouts to share with the class.
- Students will participate in discussion with their colleagues sharing information drawn from their assigned N469 and N467 clinical rotation experience.

- Students are required to fill out a copy of the Student **Evaluation of Seminar and Self-Evaluation** after each seminar. Make sure you note how YOU participated in the seminar. These will be evaluated by the seminar facilitator's and your instructor for the Seminar Participation grade. Make sure you include how this particular topic could be used in your future practice. These will be handed in to instructor at the end of each seminar and your participation grade will be based on these.
- **Being on time for seminars and being prepared is part of seminar participation. Students are required to be on time for class. Tardiness will lower your grade by 5 points.**
- Students are reminded that if they carry cellular phones with them to class, the phones must be turned off during class. Students who have beepers or pagers with them must have them on the "mute" setting. It is very disruptive to the class to have telephones' ringing and beepers' sounding off. Please be respectful of your professor and classmates.
- An unexcused absence will reduce your grade. The student is still required to hand in typed answers to the seminar questions for that class. If the questions are not provided the student will have a further reduction in grade. The reduction will be dependent on the number of student seminars, which may differ from class to class.

Written answers to seminar questions, five points for each seminar (25%):

- Students **ARE** required to submit **TYPED** answers to case study questions each class period that day. Late assignments will not be accepted.

Course Schedule:

- The seminar will meet every other week for two hours throughout the semester for a total of seven classes. Dates will be adjusted by the instructor to accommodate holidays, university closings, etc.
- Case study topics will be assigned and students will work in groups of 3-5 to facilitate case study discussions. Each group of facilitators will work with the instructor in preparing their case studies and developing handouts for the class.
- Total presentation and discussion time should be limited to one and one-half hours which includes time for a post test, feedback, and student self evaluation. Each class member will complete an evaluation at the end of the seminar. The form is in the syllabus. Each group of facilitators will submit a bibliography of books, journals, articles and other resources used in the presentation, and will evaluate their work as facilitators.

Format for Seminar Packets

Date

Presenter (s): Instructor

Purpose: To investigate and apply nursing care to a food borne illness with an emphasis on health promotion and disease prevention.

Objectives:

At the end of the presentation the participants should be able to:

1. Describe relevant assessment data that may have led to the Hepatitis A outbreak
2. Identify methods to assess the outbreak of Hepatitis A
3. Identify steps to take to investigate the potential risks to the community.
4. Describe interventions that would be used to contain the outbreak of Hepatitis A in a community.
5. Write several objectives that you want the participants to achieve.

Teaching/Learning Methods:

- Pre test/Post test to assess learners
- Scenario and questions to be read prior to class
- Review Hepatitis A
- Group work

Required Readings (APA style):

Appropriate readings:

1. Text book assignment
2. Web site readings (i.e. CDC, NIMH, NIH, etc.) - bring copies of web readings to class
3. Peer reviewed, health related journal articles, preferably evidence based research articles.
4. Newspaper articles

Preparation for Seminar:

- Read attached readings
- Be prepared to participate in seminar
- Be prepared to evaluate the seminar facilitator and give feedback about the seminar

Remember:

- **BE ORGANIZED AND GIVE OUTLINES IF APPROPRIATE, REFERENCE LISTS, AND HANDOUTS.**
- **PACKETS ARE HANDED OUT 2 WEEKS BEFORE THE SEMINAR**
- **GET ALL STUDENTS INVOLVED IN PRESENTATION**
- **REVIEW GRADING RUBRIC AND COVER ALL POINTS**

Page 1 instructions and goals on first page of seminar packet

Page 2 is Scenario

Page 3 is for questions to answer before the seminar

Attach articles or send electronically

A pretest should be used before the seminar starts and a posttest after the seminar.

THIS IS TO BE DISTRIBUTED TO THE CLASS TWO WEEKS BEFORE THE SEMINAR IS PRESENTED.

Guidelines for Facilitator Self-Evaluation

Nursing 442

Nursing as a Health Service III

School of Nursing

CHHS

GEORGE MASON UNIVERSITY

Title of Seminar _____

Date of Seminar _____

Name of Student _____

Criteria for Evaluation	Possible Points	Supporting Comments
<p><u>Preparation for Seminar:</u></p> <ol style="list-style-type: none"> 1. Assisted other members in developing ideas for the seminar 2. Located resources (articles, pamphlets, etc.) 3. Interviewed appropriate staff members in clinical area for information 4. Assisted in developing handouts and writing the case study scenario 5. Met with the seminar instructor to discuss seminar process and content. 	25 points	
<p><u>Facilitation of Seminar:</u></p> <ol style="list-style-type: none"> 1. Assisted in setting up the classroom for discussion 2. Made meaningful contributions to the discussion. 3. Shared experiences from the clinical setting. 4. Assisted other seminar group members to make contributions. 5. Shared leadership responsibilities with other facilitators. 	25 points	
<p><u>Self- evaluation:</u></p> <ol style="list-style-type: none"> 1. Provided insightful comments on how you helped with the seminar. 2. How would you change your delivery of the information? 3. Did you feel nervous? 4. Could you answer classmate's questions? 5. What teaching strategies worked well with the group? 	50 points	
Total points	100 points	

Student Evaluation of Seminar and Self-Evaluation
N442 Nursing as a Health Service III (Seminar)

Evaluator's Name: _____ Date: _____

Topic: _____

Facilitator's Names:

1. What specifically made this seminar effective was...

2. The group facilitators helped by...

3. Two important new points were...

4. More could have been said about...

5. What detracted from learning was...

6. What enhanced the learning experience was...

7. HOW DID I, AS A PARTICIPANT IN THE SEMINAR, PARTICIPATE? DID I PARTICPATE BY ASKING QUESTIONS OR BEING INVOLVED? Describe:

8. How can I use this in my future practice?

**Grading Rubric used by Faculty
Nursing 442**

Name (s) _____ Group # ____
Topic _____ Date _____

CRITERIA	POSSIBLE POINTS	EARNED POINTS/COMMENTS
<p><u>Objective Preparation for the Seminar</u></p> <ul style="list-style-type: none"> • Packet is distributed two weeks before prior to the presentation. <p>The packet is neatly done and follows the criteria as instructed in class:</p> <ol style="list-style-type: none"> 1. Purpose of seminar 2. Objectives written in behavioral terms to reflect desired outcomes 3. Teaching/learning methods outlined 4. There is a well developed reasonable reading assignment. Required readings are professional and from peer reviewed journals and if possible, are evidence based research. 5. There is a developed scenario based on a subject approved by the instructor. 6. There is a list of question given to the class 	<p style="text-align: center;">(35%)</p> <p style="text-align: center;">5 points</p> <p style="text-align: center;">5 points each</p>	
<p><u>Facilitator Preparation for the Seminar</u></p> <ol style="list-style-type: none"> 1. Facilitators met with the instructor to discuss seminar in preparation for the seminar. 2. The group equally shared preparation for the seminar. 3. Thoroughly reviewed community health or psychiatric/mental health issue 4. Followed the Outline for the Investigation of an Outbreak as much as possible. 5. Made meaningful contributions to the seminar 6. Kept seminar focused while allowing time for questions. 7. Assisted other seminar group member to make contributions. 8. Shared leadership responsibilities with other facilitators 	<p style="text-align: center;">(40 %)</p> <p style="text-align: center;">5 points</p> <p style="text-align: center;">5 points</p> <p style="text-align: center;">5 points</p> <p style="text-align: center;">5 points</p> <p style="text-align: center;">5 points</p> <p style="text-align: center;">5 points</p> <p style="text-align: center;">5 points</p>	
<p><u>Evaluation of Seminar</u></p> <ol style="list-style-type: none"> 1. Did outcomes measurement (post test) 2. Could facilitators answer questions? 3. Facilitators encouraged comments and feedback at end of seminar as constructive feedback to improve. 4. Seminar was consistent with time allowed for seminar. 5. Students Self Evaluation of Seminar 	<p style="text-align: center;">(25%)</p> <p style="text-align: center;">5 points</p> <p style="text-align: center;">5 points</p> <p style="text-align: center;">5 points</p> <p style="text-align: center;">5 points</p> <p style="text-align: center;">5 points</p>	
<p>Total Grade</p>	<p style="text-align: center;">100 points X 60 %</p>	

**Class Schedule for Classes
Spring 2008**
Please note- this may vary from section to section

Date/Class#	Schedule/Assignments
#1	<ul style="list-style-type: none"> • Review of syllabus • Assignment dates • Group Formation • Instructor will distribute seminar packets for next class
#2	<ul style="list-style-type: none"> • Instructor presents seminar on Hepatitis A • Group #1 distributes packets _____
#3	<ul style="list-style-type: none"> • Group #1 presents seminar on _____ • Group #2 distributes packets on _____ <p>Group #1 Members:</p>
#4	<ul style="list-style-type: none"> • Group #2 presents seminar on _____ • Group #3 distributes packets on _____ <p>Group #2 Members:</p>
#5	<ul style="list-style-type: none"> • Group #3 presents seminar on _____ • Group #4 distributes packets on _____ <p>Group #3 Members:</p>
#6	<ul style="list-style-type: none"> • Group #4 presents seminar on _____ • Group #5 distributes packets on _____ <p>Groups #4 Members:</p>
#7	<ul style="list-style-type: none"> • Group #5 presents seminar on _____ <p>Group #5 Members:</p>

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Systematic Evaluation: **Part A**
To be used in all courses

This evaluation is for NURS/HSCI_____Section_____spring/fall semester, 200____
(Please circle one above)

1. Comment on the course thus far regarding:
 - a. Content

 - b. Methods of presentation/assignment

2. Comment on written materials provided for this class:
 - a. Syllabus

 - b. Guidelines for the requirements.

 - c. Any other specific areas? Identify and comment.

3. Describe how you feel about the course/clinical thus far.

Use the back of the sheet if necessary. You need not sign your name. Thank you for your comments. Your instructor will be responding to this feedback in class.