

**SYLLABUS**  
**NUR 520 VULNERABLE POPULATIONS: NURSING PERSPECTIVES**  
**SUMMER 2010**

<b>Instructor Information:</b>	Sandra Leh, Ph.D, RN, CNS, CNE Office: HBB 19 Office Phone: 610-606-4666 ext. 4392 Cell Phone: 610-202-2738 Office Hours: Wednesdays 1-4 pm and by appt. skleh@cedarcrest.edu
<b>Course Title:</b>	NUR520 Vulnerable Populations: Nursing Perspectives
<b>Course Credits:</b>	3
<b>Course Prerequisites:</b>	NUR 510, NUR 512, NUR 514, NUR 516
<b>Course Co-requisites:</b>	NUR 522
<b>Classroom Work Hours:</b>	<b>42 hours</b> Includes classroom hours, fieldwork experience, streamlined web-enhanced interviews, internet research work
<b>Course Description:</b>	The elimination of health disparities has been identified as an area of research emphasis by the National Institute of Nursing Research. This course examines health determinants and health disparities within the United States as well as in the global community. The student will examine health disparities and the burden of disease within social, cultural, political, economic, and environmental contexts using a systematic, multidisciplinary approach.
<b>Corresponding Program Goals:</b>	1, 2, 3
<b>Course format:</b>	Lecture, guest speakers, field work, presentations, web-enhanced assignments
<b>Course Objectives:</b>	The course objectives are to: <ol style="list-style-type: none"><li>1. Analyze health determinants and health disparities within the region, the nation, and the world.</li><li>2. Examine the sociopolitical context of accessible healthcare and healthcare delivery to vulnerable populations worldwide.</li><li>3. Compare and contrast a selected health issue with a vulnerable population from a regional, national, and international perspective.</li><li>4. Develop understanding of the role of theory and research in guiding nursing practice with vulnerable populations in a global health perspective.</li><li>5. Develop understanding of strategies to decrease disparities at the regional, national and international levels.</li></ol>
<b>Course Outcomes:</b>	Upon completion of the course, the student will be able to:

1. Incorporate concepts of health determinants and disparities in clinical practice and in the development, implementation and evaluation of nursing and health care delivery programs.
2. Integrate principles of evidence-based practice in the design and implementation of nursing care for vulnerable populations.
3. Identify health policy priorities and their effect on vulnerable populations.

**Proposed Outline of Topics:**

1. Terms and concepts
  - Vulnerable/vulnerability
  - Cultural competence
  - Disparities
  - Social justice
  - Literacy
  - Resilience
  - Advocacy
2. Identify vulnerable populations
3. Self awareness related to vulnerability
4. Literacy and Health Vulnerability
5. Health determinates
6. Health Disparities at all levels
  - Health Status and Mortality
  - Access to Care
  - Health Insurance Coverage
  - Quality of Care
7. Research issues/challenges related to vulnerable populations
8. Ethical principles
9. Barriers to Effective Care
  - Organizational
  - Financial
  - Social
  - Governmental
10. Strategies for Closing the Gap
  - Social
  - Economic
  - Medical
  - Public health
11. Policy Perspectives at all levels

**Required textbooks:**

de Chesnay, M., Anderson, B.A. (2008). *Caring for the vulnerable: Perspectives in nursing theory, practice, and research*. Sudbury, MA: Jones and Bartlett Publishers.

**Course Assessment:**

Scholarly paper	35%
Health literacy pamphlet	20%
Homework/Class assignments	30%
Class attendance/participation/professionalism	15%

A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
C-	70 - 72
D+	67 - 69
D	60 - 66
F	below 60

A minimum grade of C (73%) is required for passing of this course. Homework/Classroom assignments are graded as Satisfactory/Unsatisfactory. See the grading rubric for these assignments in the document sharing section of e- College. Guidelines and grading criteria for all assignments and projects are posted on e-College also.

### **Attendance**

Your attendance at all class meetings is expected and a vital part of the learning process. If vacations, athletic activities, professional duties, medical appointments, or any other conflicts prevent you from fully attending all classes, you are strongly encouraged to take this course during another semester. If an illness or emergency occurs during the semester, you are responsible for contacting the course instructor to make up missed work. However, due to the interactive nature of this course, there will be assignments that you will not be able to make up if you are absent. Class attendance is 10% of your final grade.

### **Community Standards for Academic Conduct**

#### **Honor Code**

Cedar Crest College students should uphold community standards for academic and social behavior in order to preserve a learning environment dedicated to personal and academic excellence. Upholding community standards is a matter of personal integrity and honor. Individuals who accept the honor of membership in the Cedar Crest College community pledge to accept responsibility for their actions in all academic and social situations and the effect their actions may have on other members of the College community.

#### **Academic Standard of Integrity**

Incumbent from the Honor Code, academic integrity and ethical behavior provide the foundations of the Cedar Crest scholarly community and the basis for our learning environment. Cedar Crest College expects students to set a high standard for themselves to be personally and intellectually honest and to ensure that other students do the same. This standard applies to all academic work (oral, written, or visual) completed as part of a Cedar Crest education.

**Response to Academic Misconduct**

Students who breach the Academic Standard of Integrity—as set forth in the types of academic misconduct specified under the Faculty Handbook, Book 4.B.2.a.—are subject to sanctions imposed by an instructor, a department chair, the provost, or the Board of Trustees. Such sanctions can range from, but are not limited to, the expectation to redo an assignment, the reduction in grade for an assignment or course, or the failure of an assignment or course. Extreme cases of academic misconduct, as determined by the provost or the Board of Trustees, may result in suspension or expulsion from the college, or the withholding, denial, or rescinding of academic degrees.

**Classroom Protocol**

Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education

**Disability Accommodation**

Students with documented disabilities who may need academic accommodations should discuss these needs with their professors during the first two weeks of class. Students with disabilities who wish to request accommodations should contact the Advising Center at 3484.