

WESTMINSTER COLLEGE  
SCHOOL OF NURSING AND HEALTH SCIENCES  
RN to BS in NURSING PROGRAM  
NURSING (*NURS 325*)  
***ENVIRONMENTAL HEALTH: NURSING PERSPECTIVE***  
COURSE SYLLABUS

*Note: This syllabus is subject to change*

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<u>COURSE NUMBER:</u>	NURS 325
<u>COURSE TITLE:</u>	Environmental Health: Nursing Perspective
<u>CREDITS:</u>	Semester hours: 4
<u>PLACEMENT:</u>	Transition Course for RN to BS in Nursing
<u>PREREQUISITES:</u>	RN license

CLASS MEETING TIME: Hybrid format

FACULTY: Juanita Takeno DNP, EdD, MSN, RN  
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OFFICE HOURS: TBA or Skype on request

TEXTS REQUIRED:

- Friis, R. (2012). *Essentials of Environmental Health (2<sup>rd</sup> ed.)*. Burlington, MA: Jones and Bartlett
- Publication Manual of the American Psychological Association (2010) (6<sup>th</sup> ed.). American Psychological Association: Washington, DC
- New York Times
- Supplemental Resources: Additional required readings and database research are listed are under weekly assignments.

COURSE DESCRIPTION:

In this course the RN student will focus on an understanding of environmental health as it relates to nursing practice. Principles of national and global environmental health concepts will be addressed through the major topics in the environmental health field. This course is two-fold: One part of the course will cover key areas of environmental health to instill awareness about the topic. In the second part of this course, nursing students will apply environmental health principles to their current area of employment, and utilize the concepts to enhance their practice. This will be accomplished through an understanding of how to protect self in nursing practice, the ANA's position on environmental health, and how to complete an exposure history on a patient or client. All of the concepts learned in this course will culminate in a learning project that will involve an in-depth understanding of a current environmental issue.

COMPETENCY-BASED EDUCATION GOALS:

Simply stated, competency-based education is an approach to curriculum development that is based on a predetermined set of knowledge, skills, and abilities, called "competencies," that the student is expected to accomplish before progressing. Westminster's competency-based programs go a step beyond by combining that principle with our commitment to academic excellence, centered on the student.

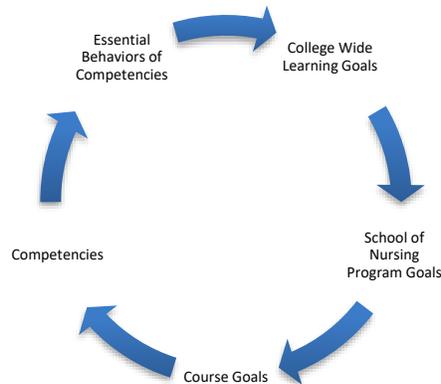
At Westminster College, a competency-based education is one that requires students to meet rigorous standards—students demonstrate what they've learned in authentic, meaningful ways,

far beyond taking a standardized test, and move to the next level when they have achieved expertise in each required competency.

\*Taken from Westminster College Competency-Based Learning.

<http://www.westminstercollege.edu/cbe/>

### VISUAL REPRESENTATION OF LEARNING RELATIONSHIPS:



### COLLEGE WIDE LEARNING GOALS:

This course's goals, outcomes, and competencies are related to the following College-Wide Learning Goals:

- Critical, analytical, and integrative thinking
- Creative and reflective capacities
- Leadership, collaboration, and teamwork
- Writing and other communication skills
- Social responsibility and ethical awareness

### SCHOOL OF NURSING PROGRAM GOALS:

1. Provide professional nursing care based on knowledge derived from theory and research.
2. Synthesize the theoretical and empirical knowledge from nursing, life, physical and social sciences, and the arts and humanities in the domains of professional nursing practice.
3. Apply the nursing process to provide nursing care for individuals, families, groups, and communities in a variety of health care settings.
4. Accept responsibility and accountability for the effectiveness of their own nursing practice.
5. Influence the quality of nursing and health care within practice settings through the use of leadership skills, management concepts, and knowledge of the political system.
6. Evaluate research to determine the applicability of research findings in the domains of professional nursing practice.

7. Collaborate with other health care providers and members of the general public in promoting the health and well-being of people throughout the life cycle.
8. Incorporate professional values with the ethical, moral, and legal aspects in the domains of professional nursing practice.
9. Recognize the health needs of today's society and function in a changing health care delivery system.  
Apply critical thinking skills in the personal and professional transitional situations.

### COURSE GOALS:

As articulated by the American Association of Colleges of Nursing (AACN) and by the School of Nursing program goals, in this course the student will develop knowledge, understanding and skills related to the following:

1. Communication skills
2. Personal and professional decision making skills
3. Critical thinking skills
4. Leadership and management skills
5. Professional nursing practice

### COMPETENCIES:

- All undergraduate nursing program goals are reflected in the course competencies.
- Upon completion of this course the student will be able to demonstrate the following competencies:
  1. Demonstrate an understanding of terminology in environmental health, environmental toxicology, and environmental epidemiology (course goal 3).
  2. Discuss and reflect on environmental health issues globally and nationally (course goals # 1, 2, 3, 5).
  3. Understand how epidemiology and toxicology are used in the study of environmental health (course goal # 3).
  4. Recognize how pesticides and organic chemicals pose environmental health hazards (course goal 3).
  5. Analyze concepts learned in FEMA's Community Emergency Response Training (course goals # 1, 3, 4).
  6. Define and evaluate zoonotic and vector-borne diseases (course goals # 3).
  7. Recognize how toxic metals and elements pose environmental health hazards (course goals # 3).
  8. Analyze ANA's position on environmental health in nursing practice (course goals # 1, 2, 3, 4, 5).
  9. Examine sustainability and the future of environmental health in nursing (course goals # 1, 2, 3, 4, 5).
  10. Compile and evaluate an exposure history and risk assessment (course goals # 1, 2, 3, 5).
  11. Analyze how to protect self from environmental injuries in the work environment (course goals # 1, 2, 3, 4, 5).

12. Creating an in-depth understanding of a current environmental issue (course goals # 1, 2, 3, 4, 5).

### ESSENTIAL BEHAVIORS (INDICATORS) OF COMPETENCIES:

Upon completion of this course, the following indicators will measure the student's competencies as outlined above:

- Assessment of terminology and understanding of epidemiology and toxicology through quizzes (competency #1).
- Employing reflection and course discussion to measure understanding of environmental health issues globally and nationally (competency #2).
- Exploring journal articles, current research, and national organizations to appraise an understanding of protecting self from environmental injuries in the workplace (competency #11).
- Interviewing a patient or client to collect an environmental exposure history and risk for environmental injury (competency #10).
- Completing an environmental worksheet to determine whether there could be an exposure to antineoplastic or other hazardous drugs and toxic chemicals in the workplace. Additionally, reviewing needle safety, patient handling and mobility, and nursing fatigue and stress in the workplace (competency #12).
- Applying discussion to issues with sustainability in environmental health and nursing practice (competency # 9).
- Reflecting on the ANA's position on environmental health in nursing practice and applying the principles to personal nursing practice (competency #8).
- Using quizzes to evaluate an understanding of epidemiology, toxicology, pesticides, organic chemicals, and zoonotic, vector-borne diseases and toxic metals that pose environmental health hazards (competency #'s 3, 4, 6, and 7).
- Constructing a learning project that would involve an in-depth understanding of a current environmental issue (competency #1, 2, 3, 8, 9, and 10). An overview of this project is provided on page 11 and 12 of this syllabus.

### METHODOLOGY:

The following methodologies comprise the methods for instruction.

- Lecture
- Discussion
- Audio/visual presentation
- Group work
- Independent study
- Reflection
- Collaboration
- Small group work
- Technology and instructional resources

## GENERAL INFORMATION:

### **Policies**

- Professional Behavior - Students are expected to act in a professional manner by generally contributing in a positive way to the class.
- Academic Honesty - Please see below

### **Your rights under federal laws:**

**Section 504 of Rehabilitation Act of 1973/ADA.** Westminster college is committed to provide equal access in higher education. If you need disability-related accommodations in this class, have emergency medical information you wish to share with me, or need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class or in my office. Disability Services authorizes disability-related academic accommodations in cooperation with the students themselves and their instructors. Students who need academic accommodations or have questions about their eligibility should contact Jody Katz, Director of Disability Services & Testing Center, in the basement of Giovale Library (801-832-2272) or email [disabilityservices@westminstercollege.edu](mailto:disabilityservices@westminstercollege.edu).

**Title IX.** Westminster College is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment. This includes discrimination based on sexual orientation, gender identity and gender expression. If you (or someone you know) has experienced or experiences any of these incidents, know you are not alone. Westminster College has staff members trained to support you in navigating campus life, accessing health and counseling service, providing academic and housing accommodations, and more.

Please be aware all Westminster College faculty members are “mandated reporters,” meaning if you tell me about a situation involving sexual harassment or gender discrimination, I must share that information with the Title IX Coordinator. Although I have to make the notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone privately, you can contact any of the following on-campus resources:

- Counseling Center ([egibson@westminstercollege.edu](mailto:egibson@westminstercollege.edu) or 801-832-2237)
- Student Health Services (801-832-2239)
- Victim’s Advocate ([advocate@westminstercollege.edu](mailto:advocate@westminstercollege.edu))

If you wish to make a report directly to the Title IX Office, please complete the online reporting form located on [www.westminstercollege.edu/titleix](http://www.westminstercollege.edu/titleix) or call 801-832-2262. The Title IX website contains more information about resources, rights, policy and procedures, and updated information regarding our Title IX program at Westminster College.

**Equal Opportunity.** Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin in any program or activity receiving federal financial assistance. In addition to these, Westminster's Equal Opportunity policy prohibits discrimination or harassment based on ethnicity, age, religion, military status, or genetic information in any of its programs or activities. If you encounter this type of discrimination or harassment, or feel that you have been retaliated against for reporting prohibited conduct or participating in any related proceeding, you should contact an Equal Opportunity Representative listed below.

Julie Freestone (801-832-2573 or [jfreestone@westminstercollege.edu](mailto:jfreestone@westminstercollege.edu))

Kat Thomas (801-832-2262 or [kthomas@westminstercollege.edu](mailto:kthomas@westminstercollege.edu))

The equal opportunity policy and procedures can be accessed from the Student Life webpage. **As an instructor, just as with Title IX, I am required to report any information I obtain regarding discrimination or harassment to an Equal Opportunity Representative for further review.**

GRADING:

- Unless otherwise specified all work is due at 11:55 pm on Tuesday evening prior to the start of a new week. However, the initial discussion response is due by Saturday at 11:55 pm.
- If assignments are submitted late, prior approval of the course instructor is required in order to receive credit. Otherwise, 20 percent of the total points will be deducted daily until the assignment is submitted.
- Assignments will not be accepted if they are more than one week late without instructor’s prior approval.

Progression Criteria:

- A student must attain an average grade of “C” (75%) or higher to progress in the program. A student earning a C- in two or more courses will be dismissed from the program.

Grading Scale:

- The total point values will be converted to percent’s and the grade will be calculated using the table below.

A	4.0	95-100
A-	3.7	90-94
B+	3.3	87-89
B	3.0	83-86
B-	2.7	80-82
C+	2.3	78-79

C	2.0	75-77%
C-	1.7	73-74%
D+	1.3	69-72%
D	1.0	65-68%
D-	0.7	62-64%
F	0.0	61 & Below

Westminster College’s Policy on Academic Honesty  
(Source: Westminster College Student Handbook)

Westminster College of Salt Lake City operates on the assumption that all academic work is the honest product of each student’s own endeavors. The faculty and staff at Westminster expect such integrity from the students, and violations are cause for disciplinary action, including suspension probation, loss of credit, or expulsion from the College. Academic dishonesty includes, but is not limited to, cheating, plagiarism, and furnishing false or misleading information to any faculty or staff member.

Cheating on examinations includes, but is not restricted to, copying from another student’s exam paper, using unauthorized notes during an examination, arranging for a substitute to take an examination, or giving or receiving unauthorized information prior to the exam.

Cheating on written assignments includes plagiarism, collaboration with others, or submitting the same material for more than one class without authorization of the instructor.

Plagiarism includes borrowing information or ideas, whether directly quoted or paraphrased, from any source beyond one's firsthand experience and not acknowledging the source. The student must give credit for the material by identifying the source and using one of the generally accepted citation methods.

Initially, sanctions are the responsibility of the class instructor. The instructor may simply reprimand the student, or may demand the work be repeated, or may give a failing grade to the assignment or exam in question, or may give a failing grade for the entire course. In each case, a short report of the incident will be filed with the appropriate academic Dean.

In the case of repeated or more serious violations the faculty member may recommend to the dean that the student be put on probation, suspended, or expelled from the College. The Dean's recommendation will then be sent to the Dean of Students.

## **Diversity Statements**

### *Westminster College:*

Westminster College is dedicated to social justice, equity, and respect as fundamental components of our mission and core values. Informed by our college-wide learning goals, Westminster acknowledges and engages with the values, experiences, worldviews, and intersectional identities and characteristics of all members of our campus community. Furthermore, we strive for Inclusive Excellence by consistently interweaving diversity and inclusion into our curricula and co-curricular activities, programs, policies, practices, and external engagement. It is our goal to cultivate a respectful, equitable, and healthy campus community. As part of this statement, we define diversity as individual differences, life experiences, group/social differences (e.g., race/ethnicity, class, gender identity and expression, sexual orientation, nationality, and disability), historically underrepresented groups, and groups with cultural, political, religious/spiritual, or other affiliations. This Diversity Statement is further supported by our Commitment to an Inclusive Westminster, the President's Statement on Safe Haven, and our Equal Opportunity, ADA, and Title IX policies. Our Commitment to an Inclusive Westminster is only realized through our specific actions and beliefs: • We continue to live and embody our core values as they relate to diversity and inclusion and we recognize that the work of diversity and inclusion is an ethical imperative. • We fully realize that engaging our students in diversity-focused curricula and co-curricular activities better prepares them to be leaders, thinkers, and global citizens.

- We strive to diversify our campus through proactive and intentional policies and strategies aimed at the recruitment and retention of students, faculty, and staff from diverse backgrounds.
- We engage our local and extended campus community in dialogue and shared experiences in a continuous process of learning with and from each other.

- We recognize that our pursuit of excellence depends on our ability to have individuals from diverse backgrounds, perspectives, beliefs, and philosophical outlooks.
- We are committed to building relationships among social identity groups and we strive to have productive dialogue and meaningful action across our differences while engaging in critical and rigorous analysis.
- We understand and embrace the educational benefits of diversity because different viewpoints and lived experiences enrich the learning experience. We also understand that power, privilege, subordination, and other forces of inequality play a role in shaping our individual and collective experiences and identities.
- We strive to build an equity-minded college where everyone feels welcomed

*School of Nursing and Health Sciences Diversity Statement:*

As the School of Nursing and Health Sciences, we are accountable to the College's Diversity Statement. Furthermore, we are committed to educating ourselves, our students and the community about the effect of social faculty including issues associated with diversity, which affect the health and education of individuals and populations.