PUBLIC HEALTH NURSING PROGRAM
SCHOOL OF PUBLIC HEALTH
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
PHNU 781
2014

Course: Occupational Health Nursing I: Concepts and Practice
Course Director: Bonnie Rogers, DrPH, COHN-S, LNCC, FAAN
Credits: 3

COURSE DESCRIPTION

This course is designed to provide students with an opportunity to gain knowledge about occupational health and explore the basic principles, theories, and functions of occupational health nursing within a conceptual framework. Workforce and worksite assessment will be emphasized utilizing a system's theory framework. The roles of safety and health professionals will be examined within the context of maintaining, protecting and promoting worker health in interdisciplinary functioning. Concepts and principles will be applied through field worksite assessments and assignments.

OBJECTIVES

Discuss components of general system's theory and how this is applied to develop a conceptual framework for nursing practice in an occupational health setting.

Describe the contextual factors, i.e. economic, legal/political, socio-cultural, and technologic factors which influence occupational health and the practice of occupational health nursing, worker health, and the work environment.

Describe the role, practice, and functions of the occupational health nurse with emphasis on assessments, analysis, and professional leadership.

Assess the work environment for health and safety hazards and identify interdisciplinary mechanisms used to prevent, monitor, and control potential and real hazards.

Examine the interdisciplinary nature of the occupational health team with respect to assessing and providing programs and services to the employees and the organization.

TEACHING METHODS

Lectures/Discussions
Group work
Worksite visits
Seminars
Independent learning activities

EVALUATION

	Percentage of Grade	**Assignments Due**
Philosophy paper Philosophy presentation	20%	8/24 (12 noon) 8/25
Independent Worksite Assessment (IWA) IWA Presentation (group); Systems analysis paper	35% (total)	8/22 8/26 10/3
Self-initiative report, class participation, reading, discussion	10%	11/25
Research paper/topic Outline Paper due	35% (total)	 8/25 (9 AM) 11/19

1) Philosophy Paper and Presentation (20%)

The purpose of this assignment is for the learner to articulate a personal and professional philosophy of occupational health nursing to guide one's practice, education, and research. Each student will prepare a written description of her/his philosophy which minimally shall include a statement of belief about:

- the purpose of the specialty area, Occupational Health Nursing
- the roles of the occupational health nurse, including dependent, independent, and interdependent functioning and accountability for practice
- the ethics of human caring in occupational health nursing practice
- the occupational health nurse's responsibility to employees, employers, society and the corporate responsibility
- the benefits of occupational health nursing services to employees, the organization, the community and environment

The written paper submitted as a word email attachment to faculty shall be a maximum of 5-6 double-spaced typed pages, must include appropriate references and is due **8/24 (12 noon)**. Paper must use APA format (12' font, 1 inch margins, number all pages). Each student will provide a 10 minute oral presentation of her/his philosophy in class

on **8/25**. The paper should be meaningful to you and thought provoking for your colleagues.

2) **Independent Worksite Assessment/Systems Analysis (35%)**

The purpose of this assignment is to begin to develop a conceptual approach to occupational health nursing practice using a system's framework to assess the work environment and learn about major occupational health problems in occupational settings. Assessment of occupational hazards, workforce health issues, occupational safety and health programs, and interdisciplinary team functions are emphasized.

Students are assigned an industry or work setting in order to complete a worksite assessment **(8/22)**. Students should plan time to meet with the OHN and any other appropriate personnel and conduct a walk-through of the worksite with the OHN (and others as needed) in order to collect data necessary to complete the assignment. Students should use the Worksite Assessment Guide to assess the total occupational/occupational health environment and independently submit the completed Worksite Assessment Guide and a written Systems Analysis (see Systems Analysis Guide) of the worksite visit, ***10- 12 double spaced typed pages.*** Number all pages**.** Written papers are due no later than **10/3**.

All students will have 25-30 minutes to present and discuss the walk-through of their respective worksites in class **(8/26),** using the Systems Analysis format which will be a portion of the grade. Use of audio-visual is strongly encouraged.

3) Research /Topic Paper (35%)

Students will work in groups to prepare a brief research paper (20-25 typed double-spaced pages with current references and 1 inch margins all sides) on an occupational health problem indentified during the independent worksite assessment. This paper should include:

- A description of the problem/issue including background and significance, workforce affected, industry, exposure, epidemiological determinants, risk factors, etc. Supporting references must be used;
- The role of the occupational health team in problem identification, recommendations for problem abatement, and leadership in resolution;
- References/bibliography appropriate in scope and discipline must be used throughout the paper using APA format.

A detailed topic outline must be submitted to faculty for topic approval and is due by **8/25 (9 AM)**. The final paper is due **11/19**.

4) Self-Initiative Report/Participation (10%)

The student is responsible for her/his professional growth through a variety of experiences that will help in the development of occupational health expertise. For example:

Professional association meetings e.g. state, local meetings, national meetings, conferences, etc.

Worker's Compensation Hearings

At-work presentations on occupational health or safety topic requiring knowledge development. Other continuing education opportunities. Be creative!

The student will complete a self-initiative report and submit to faculty by **11/25.**

REQUIRED READING

American Psychological Association. (2010). Publication Manual of the American Psychological Association; 6th ed. Washington, DC: American Psychological Association.

Rogers, B. (2003). **Occupational Health Nursing: Concepts & Practice**. St. Louis, MO: W.B. Saunders.

Rogers, B., Randolph, S., & Mastroianni, K. (2009). **Occupational Health Nursing Guidelines for Primary Clinical Conditions**. Boston, MA: OEM Press.

Book of Readings -- See Class Schedule

NOTE: *Students are responsible for duplicating and providing handouts for assignments as needed. In-class A-V equipment can be arranged.*

RECOMMENDED READING

Levy, Barry and Wegman, David. (2011). **Occupational Health: Recognizing and Preventing Work-Related Disease**. Philadelphia: Lippincott Williams.

HONOR CODE

The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility. If you have questions about your responsibility under the honor code, please bring them to your instructor or consult with the office of the Dean of Students or the Instrument of Student Judicial Governance. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system. Your full participation and observance of the honor code is expected.

Information about the Honor Code is listed in the Student Handbook. All written work should be submitted with the following pledge with your signature: "On my honor, I have neither given nor received unauthorized aid on this assignment."

VALUING DIVERSITY

Promoting and valuing diversity in the classroom enriches learning and broadens everyone's perspectives. Inclusion and tolerance can lead to respect for others and their opinions, which is valuable in itself and is critical to maximizing the learning that occurs in this course. Therefore, this class follows principles of inclusion, tolerance, and respect for multiple and diverse points of view.

OTHER

1. By enrolling as a student in this course, you agree to abide by the UNC-Chapel Hill policies related to the Acceptable Use of online resources. Please consult the Acceptable Use Policy (http://help.unc.edu/1672) on topics such as copyright, net-etiquette, and privacy protection.
2. When using online resources offered by organizations not affiliated with UNC-Chapel Hill, such as Google or Youtube, please note that the Terms and Conditions of these companies and not the University's Terms and Conditions apply. These third parties may offer different degrees of privacy protection and access to rights to online content. You should be well aware of this when posting content to sites not managed by UNC-Chapel Hill.
3. When links to sites outside of the unc.edu domain are inserted in class discussions, please be mindful that clicking on sites not affiliated with UNC-Chapel hill may pose a risk for your computer due to the presence of malware on such sites.