

**Occupational Health Nursing Program
Gillings School of Global Public Health
University of North Carolina at Chapel Hill**

**PHNU 782
2017**

Course: Occupational Health Nursing II: Planning and Managing Occupational Health Programs and Services

Course Faculty: Bonnie Rogers, DrPH, COHN-S, LNCC, FAAN

Credits: 3

Course Description:

This course provides students with the opportunity to examine the program planning and managerial processes and the related functional roles of the occupational health nurse. Students will enhance their skills in developing a conceptual framework for occupational health nursing practice through systems theory applications. The influence of corporate culture and personnel and resource management within the context of program planning and development are discussed. A focus on analysis of factors which influence the delivery of occupational health services, decision-making processes, and ways to promote health are emphasized. Developing and delivering an occupational health nursing intervention will be a major part of course.

Course Objectives:

Upon completion of this course the learner will be able to:

1. Examine managerial and program planning processes for occupational health programs.
2. Demonstrate an understanding of organizational culture.
3. Utilize and apply systems theory to help plan and develop occupational health services.
4. Analyze factors which influence the decision-making process in the establishment of occupational health services and the strength of nurse participation in this process as it affects the health care of the workforce and related publics.
5. Plan, implement, and evaluate an occupational health promotion/protection program.

Teaching Methods:

Lecture, Discussion, Seminar

Course Requirements:

Class attendance/field trips etc. is required.

Worksite Systems Analysis (35%)

For each worksite visit scheduled, the student/student team is responsible for completing the worksite tour , walk-through and worksite assessment guide, and distributing the completed Worksite Assessment Guide to all class participants and faculty *by the morning of 8/23*. The student(s) is/are responsible for the conduct of the visit and assignment including:

1. Arrangements for implementation of the worksite tour.
2. Collaboration with industry personnel necessary for conduct of the tour (including the health/medical unit).

3. Development and initiation of appropriate questions for focus during the worksite visit designed to assess and evaluate worksite functions, operations, and health and safety activities, and decision-making processes.
4. In class presentation by the student(s) of the worksite visited on **8/23**. This presentation and discussion should provide an overall description of the worksite visit using a system's analysis. In addition, one identified worksite health hazard not previously formally presented or discussed in class (either PHNU 781 or 782), should be discussed in detail identifying the specific hazard, the root cause(s), factors influencing the hazardous conditions including cost issues and barriers to hazard reduction, potential or actual health risks and surveillance strategies, and steps needed to mitigate or eliminate, and prevent the hazard and health risks. Use of audio-visual is strongly encouraged.
5. An individually written comprehensive systems analysis of the worksite using the System's Analysis Guide (not to exceed 12 double spaced typed pages), including recommendations for health and safety operations, **due 10/3**.

Grading:

- H =
- a. paper must be submitted on time and formatted appropriately (*see APA manual*);
 - b. paper must be superior in the accuracy and creativity of the systems model and in analysis and recommendations;
 - c. conduct of worksite tour should reflect learner's ability to perform a thorough assessment, hazard identification and creativity in approaches to controls.
- P =
- a. paper must be submitted on time and formatted appropriately (*see APA manual*);
 - b. paper will omit some items in systems analysis and recommendations but reflects general knowledge; and
 - c. worksite tour will be thoroughly conducted; however, there are gaps in data as reflected by questions asked. Write-up of recommendations for controls is evidenced.
- L =
- Fails to meet a, b, and c and be grossly incomplete, inaccurate, and noncreative.

Worker Health and Safety Projects (35%)

The purpose of this assignment is to provide the learner with an opportunity to plan, conduct, and evaluate an advanced nursing intervention for an aggregate worker.

1. Each student will identify an appropriate occupational setting in which she/he can obtain permission to conduct the intervention. The focus of the intervention should be health promotion, protection, or prevention based and assessed as a worker and organizational need by the student and the health professional(s) in the setting. Examples include:

- health promotion/protection programs (e.g., stress management, respiratory protection)
- health screening programs (e.g., hypertension)
- risk reduction programs (e.g., reproductive toxicity)
- hazard recognition programs (e.g., safety)

The site and proposed intervention must be initially approved by course faculty **BEFORE** proceeding with the project as well as the final plans for the intervention. The learner role in this intervention must include rationale for program, detailed training/program development plan including proposed budget, training delivery and implementation approaches, evaluation strategies and analysis, including cost-benefit, and continuous improvement integration. The implementation phase may be conducted by other persons upon referral of and collaboration with the student (e.g. AHA, ACS); however, the student is responsible for ALL development aspects of the project.

2. The format to be followed is:
 - A. Identify setting.

- B. Work with the appropriate health professionals and management to arrive at a completed project plan (below). The focus of the intervention must be approved by course faculty.
- C. Submit a typed **Worker Health and Safety Project Plan** (see attached) to include the following no later than **09/12**. The project plan format should be used.
1. Program Title and date;
 2. Program rationale and needs assessment documentation; evidence-based need;
 3. Purpose and scope of the intervention, including training/program development and delivery plan:
 - a. learning objectives, adult learning principles, course content, trainer qualifications, instructional materials and strategies, time allocation, training environment
 - b. presentation strategies (OJT, traditional, advanced technological), participant interaction, equipment, your role
 - c. evaluation strategies for program, process, and results
 - operations
 - objectives achievement
 - program results
 - organizational results
 - satisfaction
 4. Detailed planning steps for implementation of the intervention including your responsibilities e.g., (contacts with individuals, logistical arrangements, development of handout materials, etc.); and
 5. Proposed budget for the project with justification (including, e.g., planning time, your time calculated by hour, handout cost, refreshments, employee work time off job, travel, etc.).
 6. Evaluation
 - a. measurement approaches (e.g. pre/post test)
 - b. how objectives are met
 - c. impact
 - d. evaluation tool
 - e. CBA/CEA
3. The project plan will be approved by faculty with recommendation made for changes after which the project plan should be resubmitted for final approval. **All** forms, survey tools, evaluation tools, handouts, pre/post questions, PowerPoint, etc. must be submitted for approval prior to program implementation. Once approved, implement the project/intervention using appropriate handouts, audio-visual aids, and other resources as necessary.
4. Complete summary of evaluations.
5. Final Paper – Submit a written summary of the total experience **based on the project plan** which should include appropriate and current references relevant to the intervention. Analyze the evaluations, present in both narrative and table format (required), and discuss the strengths and limitations of the project and what you might have done differently. Discuss the adequacy of the budget and benefits related to cost. This report should be typed, formatted appropriately with references, and shall be a **maximum** of 12 double spaced pages. Appendices may be used for supporting documentation. The final written report is due **11/16**. APA format is required.

In order to receive an H grade, the project must be completed and written documentation submitted on time.

Corporate Culture Assignment (20%)

The purpose of this assignment is to develop an understanding of corporate and organizational culture and how it influences the work environment. Consider the employment setting where you work or have recently worked (within the past year). Provide a written analysis, not to exceed 10 double-spaced pages, of the corporate culture in this work environment and how it applies to your organization. Your paper should include the following:

1. Define corporate culture identifying descriptive characteristics.
2. Describe the organizational culture of your chosen workplace and examine the organizational policies and structures (formal and informal), communication patterns, leadership styles/behaviors, projected/perceived image, status symbols, rituals, and strategic planning and how they influence or impact the occupational safety and health program and mission.

3. Discuss how change is decided and implemented in the organization with particular reference to occupational health and safety initiatives and concerns.
4. Discuss power relationships, politics, and influence on decision-making.
5. Describe how the culture is viewed by employees and their integration of the culture.
6. Provide a summary analysis of the corporate culture of your chosen work environment including strengths and limitations and recommendations for improvement.

Your paper is due 10/17.

Class Participation and Professional Growth (10%)

Students are encouraged to contribute to class discussions, and to attend professional meetings, out-of-class seminars, and other experiences for professional growth.

A written self-evaluation not to exceed one typed page shall be submitted by **11/22**. Please include a quantitative evaluation on a scale from 1 (low) to 10 (high) reflecting your achievement of this activity.

Evaluation	Percent of Grade	Due Date(s)
Worksite System's Analysis: Class Presentation	10%	8/23
Paper	25%	10/3
Corporate Culture Exercise	20%	10/17
Worker Health and Safety Project & Report	35%	09/12 11/16
Class Participation and Professional Growth	10%	11/22

Text Required

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

Tomey, A. (2009). *Guide to Nursing Management*, 8th Edition. St. Louis: C.V. Mosby.

O'Donnell, M.P. (2014). *Health Promotion in the Workplace*, 4th ed. Troy, MI: American Journal of Health Promotion.

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

Listing Readings – See class schedule.

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.