

**School:** Brigham Young University, College of Nursing

**Audience:** Baccalaureate Curriculum

**Approach:** Separate course **Methodology:** Campus based

**Contact person:** Kent Blad, DNP, FNP-c, ACNP-BC, FCCM, FAANP, Ron Ulberg, MSN, RN, CCRN

**Course:** Nursing Care of the Veteran Patient Clinical Sections

## Course Information

### Course Description and Objectives

The client population for N401 & N402 will include Veterans of foreign wars from WW II, Korea, Vietnam, Operation Desert Storm, Operation Iraqi Freedom (OIF), and Operation Enduring Freedom (OEF) conflicts.

Students' clinical settings will include various inpatient and outpatient Veteran patient settings in the Washington D.C. area, inpatient hospital wards at the Salt Lake City VA Medical Center, outpatient clinics at the SLC VAMC, PTSD clinic at the VAMC, HBHC (Home Based Health Clinic), hospice settings in Salt Lake and Utah Counties, as well as rural hospital settings across the state of Utah. The variety of settings will give the student exposure to the Veterans' and rural health care system, as well as the Veterans' need and access to a variety of health care needs.

#### *Description:*

The objective of this course is to prepare nursing students to better care for the Veteran patient by understanding the unique healthcare needs of that population and providing direct clinical-related experiences with the Veteran patient.

Another objective of this course is to culturally prepare students to better care for the Veteran patient through exposure to sociopolitical, health, and cultural elements of the Veteran population.

#### *Course Learning Outcomes:*

Students will be able to:

1. Demonstrate understanding of the impact of diversity within the veteran population presented through individual meetings and group panels of veterans with students.
2. Demonstrate understanding of the impact of political, social, cultural, and environmental issues on the veterans' healthcare system, the largest healthcare system in the U.S, presented by panels of Veterans within the state of Utah and Washington D.C.
3. Integrate healthcare that is culturally sensitive to the needs of the veteran patient, provided through patient care in the inpatient, outpatient, and/or rural clinical settings.
4. Demonstrate understanding of whom our Veterans are; why this population acts and interacts as they do; where they originate and currently live (including rural focus); how they came to be Veterans; what the make-up of our Veterans is; and when they may seek help from the healthcare system.
5. Demonstrate familiarity with the impact of culture on health seeking behaviors in the Veteran population gained through discussions with Veteran panels, personal interviews

of Veterans, and through discussing, observing, and caring for the Veteran patient in the various clinical opportunities.

### **Faculty Information**

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### **Grading Criteria**

<b>Assignment</b>	<b>Points Possible</b>	<b>Learning Outcome Addressed</b>
Attendance & Participation in Class Meetings	150	1,2,4,5
Military conflicts of the United States	50	4,5
Veteran Service Organization	50	4,5
Cultural Appreciation (media)	50	2, 4,5
Monument/Memorial Handout	100	4,5
Monument/Memorial Presentation	50	4,5
<b>Total</b>	<b>450**</b>	

### **Assignments for N401**

#### **Military Conflicts of the United States (Sign-up Jan 21<sup>st</sup>) Presentation**

In this assignment you will select a military conflict from the ones listed and research the conflict paying attention to history, causes and events leading up to its beginning, and its resolution. You may access any available materials to do your research. You will prepare a 1-2 page summary of your selected conflict, with specific details, and present it to the class. Your presentation should be no more than 10 minutes and may include video, PowerPoint, or other appropriate materials.

Revolutionary War  
Mexican War  
Spanish American War  
WWII European Theater

War of 1812  
Civil War  
WWI  
WWII Pacific Theater

Korean War  
 Operation Deseret Shield/Storm  
 Operation Allied Forces (Kosovo)  
 Operation Enduring Freedom

Vietnam War  
 Operation Restore Hope (Somalia)  
 Operation Iraqi Freedom  
 Operation Odyssey Dawn (Lybia)

### **Veteran Service Organization Assignment Presentation**

The purpose of this assignment is to help the student gain familiarity and appreciation for national and local service organizations that serve our Veterans. This assignment also provides information on opportunities to provide group or individual service hours to Veterans.

1. Select a Veteran service organization from the provided list.
2. Research online, or through other avenues of information the purpose and objectives of the organization, a brief history, and other pertinent information concerning the organization.
3. Report the above findings in a minimum 1 page write up and 10 minute presentation in class. Include in the report local availability of your organization and local application to our Veterans in the State of Utah. In addition, report any ideas for opportunities for service that our class could render to the organization as a group or individuals.

#### Service Organizations to choose from include:

American Ex-Prisoner of War  
 American Legion  
 Blinded Veterans Association  
 Homes for our Troops  
 Paralyzed Veterans of America  
 Veterans of Foreign Wars  
 Wounded Warrior Project

American Gold Star Mothers  
 American Veterans (AMVETS)  
 Disabled American Veterans  
 Military Order of the Purple Heart  
 Rolling Thunder  
 Veterans of Vietnam War  
 Others on a local basis

### **Cultural Appreciation Assignment**

The purpose of this assignment is to gain an appreciation for the culture and environment from which our Veterans originate.

1. View 2 movies or theatrical productions pertaining to military conflict and service. A list and sign-up sheet will be provided in class.
2. After viewing, write a 1-2 page report on your personal impressions of Veterans from the film.
3. Share and report, in class to the Nursing Care of the Veteran Patient clinical groups, your general and personal impressions from the film.

### **Veteran Monument / Memorial Assignment - presentation done in Washington DC**

1. Through self-research, become familiar with a Veteran monument or memorial that you select and sign up for.
2. Prepare a 10-15 minute **presentation** on your selection that will be reviewed by your faculty and presented while in Washington DC to all students and faculty there.

3. Prepare a 1 to 2 page professionally prepared **handout** for each of your classmates and faculty about your selection. You will be the expert on your selected monument/memorial. Copies will be made for all students and faculty in the group.
4. You are responsible to involve the group in your memorial selection through our field trip activities in Washington DC.

You will be graded on the depth of your research, creativity, and interest generated by your presentation.

Monuments / Memorials to choose from include:

Arlington National Cemetery	Holocaust Museum
Jefferson Memorial	Korean War Memorial
Lincoln Memorial	Marine Corps War Memorial
WWII Memorial	Tomb of the Unknown Soldier
Vietnam Veterans' Memorial	Washington Monument
Star Spangled Banner	US Navy Memorial
WWI Memorial	9/11 Memorial (Pentagon)
Women in Military Service for America Memorial	
Nurses Memorial	

**Veteran Presentation Assignment:**

The purpose of this assignment is to help the student gain familiarity and appreciation for selected Veterans in history. The requirements for this assignment include:

1. Select a Veteran family member, friend, or unknown Veteran through the sources listed in #2 that you would be interested in researching and presenting.
2. Research through interviews, reading "The Greatest Generation" book, viewing "The Greatest Generation" DVDs, or other sources of your choosing (cleared by a faculty member), a Veteran of your choice.
3. Prepare a 10-15 minute presentation and synopsis on the life and war-related experience of your selected Veteran. Share why you chose this particular Veteran.
4. The presentation should be typed and have a professional appearance; pictures and other attachments may be included to enhance your presentation.
5. At a designated time in Washington DC you will give your presentation to the group.

You will be graded on clarity of your presentation, creativity, and interest generated by your presentation.

**Veterans Journal:**

The purpose of this assignment is to record personal and professional reflections on experiences from the variety of activities.

1. Maintain personal journal with reflection on each activity/day spent in Winter/Spring, 2013.
2. Share, with N402 faculty, your finished product.

**Scholarly Product:**

You will have the opportunity to participate in producing, in small teams, a scholarly paper or professional poster or PowerPoint presentation related to your Veteran experiences and assignments completed in winter semester and spring term. Details of the assignment will be discussed in the 2<sup>nd</sup> class of winter semester.

### **Service Donation:**

The purpose of the fundraiser is to personally raise funds to provide for an “appreciation evening” of food and interaction with troops, families and staff at Walter Reed National Medical Center (WRNMC) or WWII Holocaust survivors and to lay a wreath at the Tomb of the Unknown Soldier. Both events will occur while in Washington DC during Spring Term, 2013. All students are required to equally participate. Requirements and decisions about the fundraiser will be made by students in class as a whole.

### **Grading Criteria for Presentations**

Date:

Student:

Circle the rating with 3 = high, 1=low. Write any helpful comments at the bottom.

#### **Message**

Appropriateness	1	2	3
• Stated purpose	1	2	3
• Clear	1	2	3
• Coherent and logical	1	2	3
Presents current information			
• Uses examples	1	2	3
• Uses appropriate visuals	1	2	3
• Stays within time allotment	1	2	3

#### **Messenger**

Knowledgeable	1	2	3
• Confident	1	2	3
• Appropriate language	1	2	3
• Good eye contact	1	2	3
• Able to be heard	1	2	3
• Connects with students	1	2	3

#### **Comments**

#### **Readings:**

“To Know Them is to Serve Them Better”, *Vanguard*, May/June 2011.

“Baskets and Bottles”, Chieko N. Okazaki. *Ensign*, May 1996, 12.

“The Healers Art”. Yosohihiku Kikuchi. *Ensign*, March 2001.

“Body Ritual among the Nacirema”, Horace Miner, *American Anthropologist*, New Series, Vol. 58, No. 3. (Jun., 1956), pp. 503-507.

“What Students Don’t Learn Abroad”, Ben Feinberg. *The Chronicle of Higher Learning*, May 2002.

“A Piece of My Mind”, Jeffery L. Brown, *JAMA*. 2012;308(18):1869-1870.  
doi:10.1001/jama.2012.14254.