

CALIFORNIA STATE UNIVERSITY, CHICO
SCHOOL OF NURSING
NURSING 474
Fall 2008
COURSE SUPPLEMENT

COURSE DESCRIPTION:

This Service Learning course is a synthesis of nursing and public health practice with the goal of promoting and preserving the health of populations. Students learn and develop through active participation in organized clinical experiences that include service that is conducted in and meets the needs of communities. Emphasis is on establishing a caring presence in the community with responsibility to the population as a whole. Students will apply the nursing process and concepts to culturally diverse individuals, families and communities in homes, community agencies and schools to facilitate the movement toward achievement of maximum potential for daily living. The required course seminar provides structured time for students to reflect on the clinical experience (**The student is required to complete 9.0 clinical hours per week—see course syllabus for additional information**).

OVERALL OBJECTIVE:

To assist the student to be able to practice in beginning positions in Community Health Nursing by providing the student with the ability to assess factors in the community that affect individual, family and aggregate responses to health states and actual or potential health problems across the life span and to use this ability to plan, implement and evaluate community health nursing care in various settings. The opportunity for learning through service will further develop the student's role as a responsible and effective citizen in the context of professional nursing.

COURSE DESIGN: This service learning clinical course has 3 components:

1. Students are required to participate in field experiences at an assigned community agency. Students will be assigned to an agency and partner with a preceptor at that agency to complete course objectives.
2. Students are required to participate individually or as a group in a self-directed comprehensive community assessment project experience. The project should be meaningful to both student learning and the community being served. Students will present their project by developing a professional poster presentation.
3. The student is also required to attend and participate in scheduled seminars which allow students to reflect on their community experience. Students are required to present one case presentation for their seminar group. Times and details of seminars will be determined by each clinic instructor.

SERVICE-LEARNING AND COMMUNITY HEALTH NURSING:

The community health nursing clinical practicum provides students with the opportunity to develop their role as a responsible and effective citizen in the context of professional nursing. Students benefit as they work with a community agency or program (partner) to develop community health nursing skills and apply and integrate all community health nursing course theory content in meaningful ways. This experience will provide the student with a broader vision of health care. The community and client benefit as students apply the nursing process as they assist in caseload management and community projects. An integral part of the student's learning will be the reflection and structured assignments that are based on concrete experience as well as the sharing of experiences with peers through scheduled seminars and a poster presentation. This service learning course enhances the mission of the university which states "Believing in the value of service to others, we will continue to serve the educational, cultural, and economic needs of Northern California" (University Catalog).

CONTRIBUTING OBJECTIVES:

At the end of the clinical rotation the student will be able to:

- 1. Communicate effectively in all interactions in the community.** This includes skills in:
 - a. Direct communication with clients: listening, observing, questioning, interviewing, teaching, collaboration, consulting.
 - b. Appropriate professional communication.
 - c. Conferences with appropriate personnel such as: instructor, staff nurse, physician, other agencies.
 - d. Ability to express assessments to the appropriate individual or agency in a timely and professional manner. This includes all written and verbal communication, records and referrals (initiating and responding to).

- 2. Demonstrates information literacy competency in required course assignments (for example, logs, seminar, etc.). This includes the ability to:**
 - a. Determine the nature of the information needed and access this effectively and efficiently.
 - b. Evaluates information and its courses critically.
 - c. Individually or as a member of a group, uses information effectively to accomplish a specific purpose.
 - d. Understands the economic, legal, and social issues involving the use of information and uses information ethically and legally.

- 3. Demonstrate critical thinking skills and apply the nursing process in giving nursing care to families in home, community agency and other settings. This includes:**
 - a. Assessment of health status of individuals and families in various settings.
 - b. Document the critical thinking that led you to the identification of the family's strengths and weaknesses.
 - c. Refinement of needs (nursing diagnosis).
 - d. Establishing goals and plan of action.
 - e. Intervention
 - f. Evaluation.

4. Demonstrate an awareness of the community "as a client". This includes:

- a. Participation in a community assessment. Students gather population-focused and other appropriate community data necessary to identify potential or actual health problems of a defined community.
- b. Identification of a public policy (local, state, national) that impacts on the community or project chosen.
- c. Determine a nursing diagnosis of the aggregate.
- d. Establishing goals and plans for the aggregate community.
- e. Plan an intervention at the aggregate level.
- f. Evaluation of the project.

5. Identify subgroups across the life span within the population which are at high risk of illness, disability or premature death, and direct resources toward these groups. This includes:

- a. Understanding cultural, social, economic and age specific influences in the community that result in the development of disease.
- b. Apply the nursing process to the underserved aggregate, particularly the economically disenfranchised, including racial and ethnic groups disproportionately at risk of developing health problems.
- c. Describe and where possible, apply all three levels of prevention at the individual, family and community level.
- d. Identify the protocols for notifiable situations including disease, abuse, etc. and where possible participate in this process.

6. Become aware of administrative process in a specific agency and describe how changes in the health care system have affected the agency and its' policies. This includes:

- a. Use of structure and organization, philosophy of a local agency and how they relate to state and national health care organizations.
- b. Understand how national policies and practices impact on state and local governments handling of health and social problems. .
- c. Know roles of team members of agency, characteristics of a functioning team.
- d. Identify policies of the agency - including legal constraints and learn how national, state and local policies are derived.
- e. Be aware of and where possible observe the role of nursing in health policy development.

7. Demonstrate the ability to be a professional person. This includes ability to:

- a. Describe how working in the community supports becoming a responsible and effective citizen in the context of professional nursing.
- b. Seek out and utilize supervision in a timely manner.
- c. Demonstrate skills in problem solving within a group.
- d. Behave in a professional manner this includes ones affect, dress, communication, record keeping, and approach to clients, staff and instructor.
- e. Be able to function professionally in diverse environments.
- f. Be committed to tasks assigned.

ROLES OF COURSE PARTICIPANTS:

1. STUDENT:

- a. The student is expected to assume responsibility for and an interest in learning.
- b. Is expected to meet at required times in required agencies to meet learning objectives.
- c. Is expected to work with the agency staff, initially listening and learning from the staff and then assuming the lead in the case management process.
- d. Is expected to interact with clients in an appropriate and professional manner.
- e. Is expected to be aware of agency policies, recording requirements, become familiar with resources and take advantage of learning opportunities as they present.
- f. Demonstrates ability to use the nursing process in a community setting.
- g. Report progress, concerns, changes to staff in a timely manner.
- h. Discuss clinical experiences with the instructor on a regular basis.

2. PRECEPTOR:

- a. Participates in student learning by sharing knowledge of community and clients and reviewing preceptor information.
- b. The agency staff will be available during clinical hours to assist the student.
- c. The agency staff will be aware of opportunities and select experiences that seem appropriate to the students' ability and that will benefit the students understanding of community nursing.
- d. The agency staff will serve as a resource person offering additional client information and sharing knowledge of community resources with the student.
- e. The agency staff will alert the instructor of any problems or concerns relative to student performance.
- f. The agency staff will provide evaluation information to the clinical instructor.
- g. The agency staff is responsible for student knowledge about the recording process in their particular agency.

3. INSTRUCTOR:

1. Assumes responsibility to orient agency staff to expected student performance outcomes on an ongoing basis.
2. Assumes responsibility with the appropriate staff for arranging learning experiences to meet course goals.
3. Is responsible for student knowledge of safety and knowledge of community health nursing theory and public health science.
4. Confers with agency staff regarding any concerns relative to student performance.
5. Reviews the clinical experience with students in the field and at seminars.
6. Is responsible for student performance and competency evaluation.
7. Is responsible for school, agency, preceptor and student evaluations.

4. SUPERVISOR-DIRECTOR:

- a. Facilitates arrangements for student clinical experiences in the agency. Including, assigning agency staff to work with students.
- b. Informs instructor of changes in agency policy.
- c. Assists with orientation where appropriate.
- d. Participates with instructor in evaluation of student experiences within the agency.

DISTRIBUTION OF CLINICAL HOURS

Students participating in the 474 clinical are given 3 units of academic credit from the university. All laboratory courses require 3 hours of student time for each unit credited. In order to receive full academic credit for N474 students must complete a total of **135 hours** which are to be distributed in the following way:

1. Clinical Orientation: 6 hours*

2. Clinical Agency: 80 hours *

Each student will be assigned a clinical agency placement during orientation. Students are expected to spend 6-8 hours per week on the day scheduled at the time scheduled until clinical hours are completed

3. Community Project: 40 hours*

Students will be assigned to a community project during orientation. Each project plan will determine how a student completes required hours. One hour should be set aside for the student poster presentation scheduled at the end of the semester.

3. Seminar: 9 hours*

Students are required to attend seminar at the time scheduled. This will be determined by the instructor during orientation.

***Students are required to keep a weekly running total of their clinical hours completed.**

CLINICAL PERFORMANCE CRITERIA

1. Clinical Orientation:

Students will attend an on campus orientation scheduled for the first week of the semester. Course objectives, dress code, and clinical requirements will be reviewed. Attendance is mandatory.

2. Clinical Agency: The instructor will determine the appropriate placement of the student with a community agency and preceptor. Student nurses in this clinical practicum will work with a nurse preceptor to accomplish course objectives. Students will sign records and be known as Student Public Health Nurse (SPHN). SPHN's work in health departments, homes, schools, workplaces and a variety of other community settings. Students will all have different experiences depending on the community agency and preceptor they are assigned. Not all students will be able to participate in all public health interventions. Students are required to successfully complete all course objectives.

3. Community Project: All students will participate in a community project. Criteria for participation and a detailed explanation of the project objectives are listed below:

Project Guidelines: This is an individual or group activity (2-3 people maximum).

The Planning Process:

1. You will assess and identify a health problem in a chosen aggregate. Community projects include a variety of settings, for example: workplace, low cost housing projects, adult day care, schools, jails, juvenile hall, and etc.
2. You will have the opportunity to review options for community projects during the clinical orientation.
3. Once a project is chosen the student/student group will complete the Project Plan.
4. The plan should be submitted by the deadline established at orientation.
5. The second clinical day scheduled is set aside for groups to meet, discuss their projects, and make contact with agency and instructor to get a firm grasp on the project requirements.
6. Assessment of data from the community will lead to design and implementation of a health promotion/screening activity specific for that community.
7. Evaluation is based on application of the nursing process to a community and identification of a policy related your project population or health problem.

Students should be able to clearly document their understanding of community assessment and represent this by developing a poster for presentation at the end of the semester. The purpose of the Poster Presentation is to enable students to summarize their community assessment experience, and report on it to a wide audience in a meaningful way.

Students should begin to think about the nature, focus, and content of the poster right from the beginning. Thinking about the end product in advance can help focus the project learning objectives and activities. Students should discuss the development of the poster with the clinical faculty throughout the semester. The following guidelines are offered to help create an excellent poster that will enhance the learning experience

The poster and any necessary accompanying materials should include:

- 1. A description of all involved participants including the number of participants.**
- 2. Representation of your research review related to the select community population.**
 - a. Summarize national state and local statistics
 - b. Include sources and methods of data collection.
- 3. Assessment and problem identification:**
 - a. What are the "at-risk" problems?
 - b. What are the actual health problems for this population?
 - c. What are the expressed needs?
 - d. What health problems have you chosen for intervention?
 - e. State the rationale for the health problem selected for intervention
 - f. State how this problem is amenable to nursing solution. How can nursing make a difference?

4. Describe a public policy (local, state or national) that impacts on this project and how the nurse can make an impact on this policy development.

5. Project Planning

- a. State the purpose/s of the activity.
- b. Clearly list the project goals.
- c. Discuss activities you did to prepare for project. What promotional activities were needed?
- d. Identify any special considerations in planning the program.

5. Implementation

- a. Describe the implementation of the program. State the level of prevention for your intervention. Include content outlines for health education programs. Describe or include any resources used.
- b. Describe alternative plans which had to be implemented or pertinent factors which influenced implementation.
- d. Evaluate what you learned about the responsibility of the CHN to the community as a whole.

6. Evaluation

- a. Evaluate the achievement of goals by comparing activity outcomes with objectives
- b. Indicate the number of individuals you reached with your project.
- c. Evaluate your own performance in the application of the nursing process to the community. How would you change your program if you were to repeat it.

Poster Design and Printing: Please prepare the poster using PowerPoint software.. The poster should be saved to a suitable storage device (USB drive or CD-Rom. Posters should be prepared in landscape view with the following dimensions: 36” high by 48” wide. These posters can then be printed using the Geosciences poster/map printer.

Printing Requirements: Students should have their presentations finished at least one week before the scheduled poster presentation date. After the poster is complete one member of the group should e-mail Bill Babb (bbabb@csuchico.edu) to schedule a time to access the printer and print the presentation. This typically takes about 30 minutes. You will only be approved for one poster/group so please be sure the poster is in the final format before printing. Optional: Students may wish to have a hard copy of any products generated and/or "props" that will help to convey the message of the poster. Since the poster is a visual medium it may be helpful to have a handout that includes portions of the poster requirements that are difficult to represent visually.

Poster Content:

The poster should contain the following information:

- Project Title
- The California State University, Chico School of Nursing
- Student names
- Each area of the nursing process including a thorough evaluation of the project. This should include a clear description of population served and/or program participants (including the number of participants). The activities and strategies employed to complete work and outcomes or results. Student should include recommendations and insights about how the work could be advanced or what should be done with the findings to improve the health of the public
- Identify a policy related to the topic.
- Students should include citations in APA format. All material used in the presentation should be cited—including graphics or pictures. Copyrighted materials should only be used with permission or in keeping with copyright laws for use in education.

There are many websites which provide helpful tips for professional poster construction. Please do a web search for “Professional Poster Presentation” to access these sites.

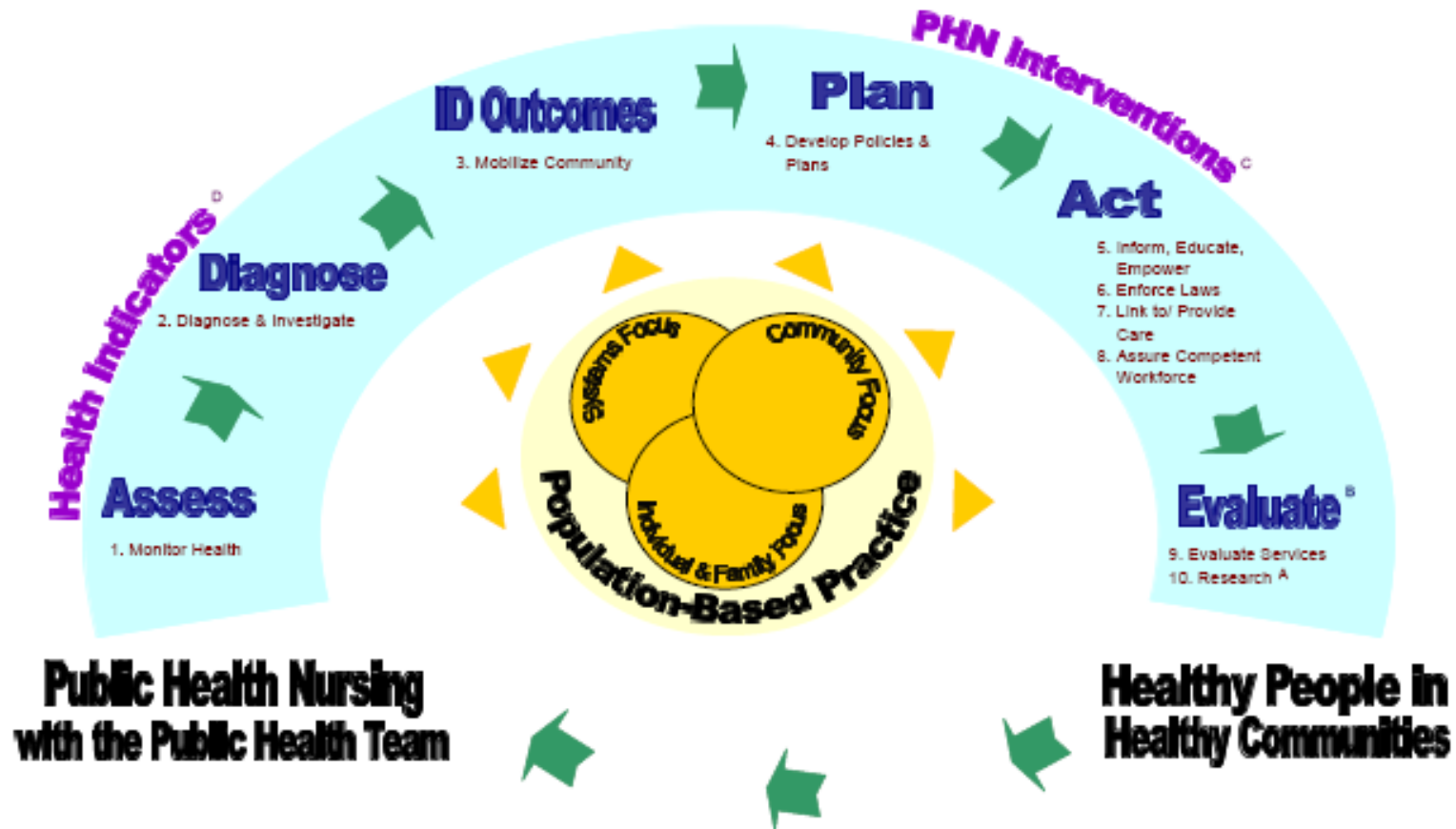
Poster Grade: Posters will be graded based on the poster evaluation rubric. (50 points possible)

Presenting Your Poster:

At the poster session your colleagues, faculty and others will come to see your work. You will be expected to stand next to your poster for approximately one hour, answering questions from those who stop to read your poster. Your attire should be professional.

At the session itself, you carefully constructed the poster to make your points in very few words; however, some people still won't want to read through it themselves, and other folks will demand more detail than you provided. You must be well prepared to answer their questions. Think about the best way to present the material verbally to compliment what you have printed up for your poster. You will be asked the same questions over and over again, about what you were studying and why, about how to interpret this graph or that statistic, so be prepared to explain those things clearly, concisely and repeatedly. Your job for the afternoon is to present yourself and your work to your academic community.

Public Health Nursing Practice Model*



References:

- (A) Public Health Functions Steering Committee. (1994, Fall). *Public Health in America*. Retrieved May 7, 2001, from the World Wide Web: <http://health.gov/phfunctions/public.htm>
- (B) Quad Council of Public Health Nursing Organizations. (1999). *Scope and Standards of Public Health Nursing Practice*. Washington D.C.: American Nurses Association.
- (C) Minnesota Department of Health, Public Health Nursing Section. (2000). *Public Health Nursing Practice for the 21st Century: National Satellite Learning Conference, Competency Development in Population-based Practice* October 5, November 2, December 7, 2000. St. Paul, MN: Minnesota Department of Health, Public Health Nursing Section. Retrieved May 7, 2001, from the World Wide Web: <http://www.health.state.mn.us/dn/chs/phn/material.htm>
- (D) U.S. Department of Health and Human Services. (2000). *Healthy People 2010*. (Vol. 1). McLean, VA: International Medical Publishing, Inc.

*Created by Los Angeles County DHS, Public Health Nursing with input from CCLHDND-Southern Region. This model serves as the basis for the CCLHDND California PHN Practice Model (05-2002).
© 2002 Los Angeles County DHS Public Health Nursing

Project Plan for Aggregate Population

Date for review_____

Project Title:

**Members of Project Group (include phone numbers and e-mail addresses).
Please indicate a primary contact person.**

- 1.**
- 2.**
- 3.**

Community Agency/Program and personnel involved with project (name and phone number and e-mail address).

Project Description (Describe activities proposed).

STUDENT EXPERIENCE LOG:

It is the student's responsibility to be aware of clinical objectives and accurately document progress towards meeting the objectives. There are objectives that represent each of the clinical requirements.

Students enrolled in N474 are required to keep a log of their experiences and hours for each clinical/project day. The log serves as a useful reference and planning tool. It will allow you and your instructor to review the level and nature of participation in community health activities and should therefore include all of your experiences related to these activities.

As with all professional communication, correct spelling, grammar, punctuation, organization and quality references, when appropriate, are expected. Points will be deducted where professional communication and information competency are not demonstrated. Students will complete the log in 3 sections which reflect the distribution of clinical hours: agency, project, and seminar.

1. **AGENCY LOGS:** Agency logs should reflect student hours and objectives that are specific to the agency experience. Students Log entries should reflect pre-planning for the day and a summary of the day/activity that allows both student and instructor the ability to assess progress toward meeting the desired objective.

Include each activity or client contact. To maintain confidentiality, students should use the initials of the client--never the client name. In order to meet all course requirements students are required to submit necessary course evaluation forms to your instructor. Grades will not be released until all forms have been received by the instructor.

2. **PROJECT LOGS:** The project log will be a summary of each students activities researching, planning, implementing and evaluating their community project to refine ideas and obtain feedback on the design and development of their poster presentation. The community project log will reflect the student knowledge of applying the nursing process to a "community as client", including the ability to formulate a nursing diagnosis related to a specific community group. This log should also reflect any clinics, community meetings or alternate experiences in which a student participates.
3. **SEMINAR LOG:** Students will record their participation in seminar by presenting a family case study and where possible a discussion of their community project. Fellow students will discuss each case presentation and provide meaningful feedback and discussion. Students should also include a summary of their understanding of child abuse reporting requirements for California.

LOG SUBMISSION DETAILS: Individual instructors will set the date/time and method for the log submission. Please discuss all submission requirements with your instructor. Consistently late logs will jeopardize a student's ability to complete course objectives and pass the course.

CONFIDENTIALITY

The basic principles of confidentiality in nursing practice also apply to the community setting. Confidentiality is founded on the principle of trust and respect for individuals. Nurses working with families in the home setting will become privy to very personal information, some of which may make interesting social conversation. However, it is important to remember that commenting socially regarding these experiences violates the nurse-client trust relationship and is highly unprofessional. Any written notes regarding clients should also be treated as confidential. Students should be aware of and follow HIPPA guidelines at all times.

SAFETY TIPS FOR COMMUNITY HEALTH NURSING HOME VISITS

1. Never go alone into any area/home that could be considered unsafe. Arrange another meeting site (health dept. or restaurant).
2. If area is deserted or appears ominous in some way, reschedule and/or confer with supervisor.
3. If hostility is a possibility (for example, CPS referral), ask CPS or another nurse to go along and inform supervisor of destination.
4. Park so that your car can't be blocked by an arriving vehicle and lock your car, be sure that valuables are out of sight. (Lock purse in trunk)
5. If unchained dogs appear, stay in car until someone appears to control them. Heed "Beware of Dog" signs. Ask if dog bites.
6. Knock on door jamb and stand to side of door.
7. Always sit with access to door in mind during a home visit.
8. Be alert to drug paraphernalia or suspicious items/circumstances in the home and leave if clients are hostile...no explanation is necessary, just leave.
9. Before opening car door, look inside - especially behind back seat.
10. Avoid late home visits to outlying areas, especially in winter.
11. Know weather conditions in the area you will be visiting.
12. Follow all agency check-in and check-out procedures.
13. Carry portable phone to outlying areas and to home visits considered potentially hostile.
14. Wear shoes that allow for easy walking or for fast retreat when in field.
15. Make sure your car is in good working condition and filled with gas.
16. PHN's are encouraged to carry own automobile road service.
17. Use common sense. Be alert and aware

Dress Code:

Students should dress according to guidelines in the student handbook for professional attire when a uniform is not required:

In all clinical experiences and professional contact with the public, students must follow the dress code. Faculty will inform students whether a uniform or professional attire is required. The School of Nursing must comply with the policies of various hospitals, clinics, and other agencies where clinical practice is scheduled. Students should be aware that additional dress restrictions and infection control policies might be required in specific departments of agencies or hospitals. Any other concerns will be addressed through your clinical instructor who has the final decision on dress code implementation.

If unprofessional attire is reported in clinical agencies, clinical grades may be lowered, or preclinical access to patient records may be restricted. See Student Guidelines for School of Nursing Standards on Safe and Professional Nursing Practice.

Regardless of the clinical or agency setting students must conform to the following:

- Acceptable jewelry includes only a wedding ring (or cultural wedding symbol), and a watch.
- Earrings must be studs only and are limited to no more than two per ear lobe.
- Necklaces will not be worn outside the uniform when providing patient care.
- No other visible body jewelry or piercing is permitted.
- No visible tattoos are permitted. Previous tattoos should be covered.
- Long hair must be worn up or back from the face, with no extravagant hair ornamentation.
- Make-up should be used only in moderation.
- No fragrances should be worn in clinical settings.
- Long fingernails are not permitted; nails must be kept neat in appearance and clean.
- No acrylic (false) nails will be allowed.

Some clinical areas will have more stringent requirements for jewelry due to potential safety hazards. When a uniform is not required students must dress in a professional manner. In most public health settings no lab coat is required. The following dress requirements should be followed.

- CSU, CHICO photo ID name tag
- Tops must have sleeves
- No breast tissue or cleavage may be visible
- No skirt above knee length
- No open toed shoes
- No shorts, jeans, short tops showing midriff.
- No torn clothing.

When a lab coat is worn, professional attire and a CSU photo ID name tag is always required. These requirements are in accordance with OSHA requirements and contractual agreements with clinical agencies for individuals when in the agency in a professional student role.

From CSU, Chico School of Nursing Student Guidelines page 24-25

Students who do not comply with the School of Nursing professional attire requirements will be sent home. Many agencies are several miles from Chico so please take time to be sure your attire is appropriate.

**CLIENT INTERACTION EVALUATION GUIDE
N474**

The instructor will observe the student in at least 1 interaction with a client. The student will be evaluated on the following areas of observation. Students must pass or retake the exam.

I. Assessment and communication: The student effectively communicates with the client(s) in the interaction and is competent in gathering assessment data.

II. Intervention: The student uses critical thinking skills when intervening with individuals or groups. For example, uses basic principles of teaching and is knowledgeable in making referrals and/or relays information to clients in an appropriate manner.

III. Goals and Evaluation: The student should be able to clearly state the goals of the client interaction, expected outcomes and evaluate if the outcomes were achieved during the interaction.

Additional Instructor Comments:

GUIDELINES FOR PRESENTATIONS AT SEMINAR

Attendance is part of your obligation in completing N474 course hours and will help you meet course objectives. **Grades will be lowered if seminar commitments, including hours are not met.**

Students will explain their clinical agency and present a case from their clinical experience. After these presentations time will allow for individual problem solving with students regarding immediate clinical concerns. In addition, students will present a summary of their community projects. As a group, students will review the nursing process as it pertains to each community project and problem solve the best way to construct a poster which reflects the student activity.

FORMAT FOR PRESENTATION:

Seminar Presentation of Clinical Agency Case Study:

1. Summarize a client interaction or a clinical experience. There may be one major problem/need or many problems/needs, but they all impact on the client so strengths and weaknesses need to be closely assessed. Identify a nursing diagnosis or a problem that impacts on the clients' health. Identify goals and evaluation criteria to address client needs.
2. Lead the group in problem-solving of nursing roles and interventions. Students in the group are expected to provide constructive feedback and suggest interventions that may be helpful to the case.
3. At the conclusion of the presentation the student presenting will verbally summarize suggestions made by the group and if appropriate recommend plans for follow-up.
4. When a student shares the time with another student, mutually agree before the presentation who will present first; start on time and do not go into each others time.

N474 COMMUNITY HEALTH NURSING COURSE EVALUATION

Please comment on the strengths and weaknesses of your experiences in the clinical agencies and the project experience. Please give specific examples of what was a strength or a weakness in this clinical practicum. This evaluation will assist the faculty in knowing what was good about your experience and what needs to be changed and improved.

N474 COMMUNITY HEALTH NURSING STUDENT SELF-EVALUATION

Please keep a record of the number and type of client interactions you have during the semester. Include project and clinical agency interactions in your evaluation.

Type of agencies:

- Number of home visits:
- Number of phone contacts:
- Number of clinic or screening contacts:
- Number of other client interactions and type of settings in which they occurred:

Please review you N474 course objectives and evaluate the strengths and weaknesses of your performance in these areas. Please give specific examples of your strengths and weaknesses.

STAFF - EVALUATION OF STUDENT

RATE THE FOLLOWING CATEGORIES ON A SCALE OF 1 TO 5 WITH 5 BEING THE BEST SCORE:

The student will:

- 1. Demonstrate appropriate communication skills**
- 2. Demonstrate professional behavior that includes dress, record-keeping and approach to clients and staff.**
- 3. Determine appropriate interventions**
- 4. Seek supervision in a timely manner**
- 5. Be open to and seek out new learning experiences**
- 6. Be committed to tasks assigned**

PLEASE INCLUDE ANY ADDITIONAL COMMENTS, CONCERNS, OR RECOMMENDATIONS BELOW:

STUDENT EVALUATION OF STAFF

PRECEPTOR NAME & AGENCY _____
(Please be attentive to proper spelling)

Agency staff give time and effort to facilitating a positive experience for students in community health nursing. Please evaluate your preceptor based on your clinical experience.

N474 REQUIREMENTS CHECKLIST

Students should review checklist to assure they have met all course objectives. This checklist will be used to determine your clinical grade. Satisfactory completion of all course hours, written assignments and all learning activities are required to receive credit for this course. Poor attendance, chronic tardiness, or late assignments/charting/logs will result in course failure.

REQUIREMENTS	Points
Clinical Agency Log:	
Documentation of 85 hours (200 pts)	
Weekly case management log (100 pts)	
Client Interaction Evaluation Form (25 pts)	
Project Log	
Documentation of 41 project hours (100 pts)	
Project Plan form (10 pts)	
Project implementation record in weekly log (60 pts)	
Project Poster (50 pts)	
Peer Poster Presentation (30 pts)	
Evaluation Forms (25 pts)	
Student /Staff Evaluation Forms	
Student Self Evaluation	
N474 Evaluation Form	
Seminar	
Documentation of 9 hours including Child Abuse reporting information (50 points)	
Family Caseload Presentation Form (50 points)	
Total Points (700 pts possible)	

**California State University, Chico
School of Nursing**

N474 Clinical Evaluation Scoring Criteria

The following criteria will be utilized in evaluation students' clinical performance of the selected objectives:

5 – Exceptional: Consistently and independently demonstrates attainment of clinical nursing objectives; consistently provides high level data to the teacher showing ability to use the nursing process effectively; applies principles from nursing science in the performance of psychomotor skills, and performs those skills with dexterity and facility; uses principles of communication and teaching-learning in practice and documentation to establish relationships and to achieve both formal and informal teaching; is effective as a team member and responsible and accountable for nursing care and own learning.

4 – Above Average: Consistently demonstrates attainment of clinical objectives with only initial direction from the teacher; level of knowledge and transfer of principles usually above average; shows skill with the nursing process, communication, and high level psychomotor procedures. May not always provide high level performance or sufficient data to support a greater than above average ranking. Does seek opportunities from the teacher to meet the learning needs.

3 – Average: Demonstrates attainment of the objectives at the basic level, but requires some prompting or assistance from the teacher. The quality of data to support ranking is of an average level; there may be areas of minimal data. All the areas in the above ranks are present to an average degree. Relies on the teacher for opportunities to meet objectives.

2 – Below Average: Frequently demonstrates unsatisfactory attainment of the clinical objectives and requires close supervision, constant prompting or direction from the teacher to meet the objectives. Some objectives may have minimal or no data to support satisfactory attainment of the objectives. Needs much support with nursing process; psychomotor skills may be performed with lack of dexterity; ability to support activities with principles may be inconsistent; communication skills may demonstrate a nurse-centered rather than client-centered approach; does not keep teacher informed and has difficulty completing assignment; may not always be responsible or accountable for behavior, and uses comparison with peers as excuse with minimal or no self-direction.

1 – Unacceptable: Does not meet one or more of the clinical objectives; lacks basic information; is unable to make the transfer of knowledge to the clinical setting; does not follow directions; violates safety principles so that constant supervision is required; data presented is inaccurate and minimal; does not comprehend the nursing process, communication process, or teaching-learning process. Does not seek assistance from the teacher or apply suggestions made for the improvement of learning or practice.

Student Name:
Instructor:
Facility:
Semester:

N474 CLINICAL EVALUATION

Clinical evaluation is based on all clinical activities including:

- 1. Agency participation and completion of agency hours**
- 2. Completion of written logs reflecting case management, objectives and learning activities**
- 3. Seminar participation and case presentation**
- 4. Client interaction evaluation**
- 5. Completion of Community Project (project plan, hours, logs & poster presentation)**
- 6. Feedback from agency staff**
- 7. Completion of all assigned activities**
- 8. Midterm and final student performance conference**

Score:

- 5 Exceptional**
- 4 Above Average**
- 3 Average**
- 2 Below Average**
- 1. Unacceptable**

Midterm _____
Date

Final _____
Date

PERFORMANCE CRITERIA	SCORE		COMMENTS
	Midterm	Final	
1. Communicate effectively in all interactions in the community. This includes skills in:			
a. Direct communication with clients: listening, observing, questioning, interviewing, teaching, collaboration, consulting.			
b. Appropriate professional communication.			
c. Conferences with appropriate personnel such as: instructor, staff nurse, physician, other agencies.			
d. Ability to express assessments to the appropriate individual or agency in a timely and professional manner. This includes all written and verbal communication, records and referrals (initiating and responding to).			
2. Demonstrates information literacy competency in required course assignments (for example, logs, seminar, etc.). This includes the ability to:			
a. Determine the nature of the information needed and access this effectively and efficiently.			
b. Evaluates information and its sources critically.			
c. Individually or as a member of a group, uses information effectively to accomplish a specific purpose			
d. Understands the economic, legal, and social issues involving the use of information.			
e. Uses information ethically and legally			
3. Demonstrate critical thinking skills and apply the nursing process in giving nursing care to families in home, community agency and other settings. This includes:			
a. Assessment of health status of individuals and families in various settings			
b. Document the critical thinking that led you to the identification of the family's strengths and weaknesses			
c. Refinement of needs (nursing diagnosis)			
d. Establishing goals and plan of action			
e. Intervention			
f. Evaluation			
4. Demonstrate an awareness of the community "as a client". This includes:			
a. Participation in a community assessment. Students gather population-focused and other appropriate community data necessary to identify potential or actual health problems of a defined community			
b. Identification of a public policy (local, state, national) that impacts on the community or project chosen			
c. Determine a nursing diagnosis of the aggregate			
d. Establishing goals and plans for the aggregate community			
e. Plan an intervention at the aggregate level			
f. Evaluation of the project			

5. Identify subgroups across the life span within the population which are at high risk of illness, disability or premature death, and direct resources toward these groups. This includes:			
a. Understanding cultural, social, economic and age specific influences in the community that result in the development of disease			
b. Apply the nursing process to the underserved aggregate, particularly the economically disenfranchised, including racial and ethnic groups disproportionately at risk of developing health problems			
c. Describe and where possible, apply all three levels of prevention at the individual, family and community level			
d. Identify the protocols for notifiable situations including disease, abuse, etc. and where possible participate in this process			
6. Become aware of administrative process in a specific agency and describe how changes in the health care system have affected the agency and its' policies. This includes:			
a. Use of structure and organization, philosophy of a local agency and how they relate to state and national health care organizations			
b. Understand how national policies and practices impact on state and local governments' handling of health and social problems			
c. Know roles of team members of agency, characteristics of a functioning team			
d. Identify policies of the agency - including legal constraints and learn how national, state and local policies are derived			
e. Be aware of and where possible observe the role of nursing in health policy development			
7. Demonstrate the ability to be a professional person. This includes ability to:			
a. Describe how working in the community supports becoming a responsible and effective citizen in the context of professional nursing			
b. Seek out and utilize supervision in a timely manner			
c. Demonstrate skills in problem solving within a group			
d. Behave in a professional manner this includes ones affect, dress, communication, record keeping, and approach to clients, staff and instructor			
e. Be able to function professionally in diverse environments			
f. Be committed to tasks assigned			

Student will “self rate” for midterm and final. **For a rating of 5, specific rationale must be provided** – you may attach documentation or link the specific objective to log entries previously submitted (be sure to include date). Short comments can be entered directly onto the evaluation form; longer comments should include a link to the specific item in an attachment (i.e. *See attachment Obj. 1-a*). Scores at midterm will be used for self reflection and improvement. Scores at final assessment will be used to calculate specific course points: 350 Clinical Performance Points (Objectives 1-3; 5-7) and 250 Community Project Points (Objective 4). See highlighted criteria below. Student will meet at midterm and final to discuss individual clinical performance; final rating will be determined by faculty after final assessment.

Clinical Performance (350 points)

- * Agency participation and completion of agency hours (Obj. [1+3+5+7] X 2) _____ (200 points)
- * Completion of written logs reflecting case management, objectives, and learning activities (Obj. [2+6] X 2) _____ (100 points)
- * Client interaction evaluation _____ (25 points)
- * Completed Evaluations (self evaluation & course evaluations) _____ (25 points)

Seminar (100 points)

- * Participation in seminar including child abuse content _____ (50 points)
- * Case Presentation at seminar _____ (50 points)

Community Project (250 points)

- * Completion of project hours _____ (100 points)
- * Community project presentation form _____ (10 points)
- * Project implementation and evaluation in weekly log (Obj. 4 X 2) _____ (60 points)
- * Project poster reflecting community assessment, planning, intervention, and evaluation _____ (50 points)
- * Peer poster presentation _____ (30 points)

Total _____ (700 points)

Midterm Evaluation

Comments:

Student Signature

Date

Final Evaluation

Comments:

Clinical Performance Points: _____ Seminar Points: _____ Community Project Points: _____ Total Course Points: _____ Course Grade: _____

Student Signature

Date

Instructor Signature

Date