

CALIFORNIA STATE UNIVERSITY, CHICO
SCHOOL OF NURSING
NURSING 474
Summer 2011
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 that 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 experiences; as well as the sharing of experiences with peers through scheduled seminars and a professional presentation. This service-learning course enhances the mission of the university that 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, or 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** that 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.

4. Seminar: 9 hours*

Students are required to participate in online seminars. The seminars will include completion of a child abuse module. Information on the seminars will be provided 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. A clinical day may be scheduled 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 Project 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 presentation 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 presentation, including the media/method of presentation, with the clinical faculty throughout the semester. The following guidelines are offered to help create an excellent presentation that will enhance the learning experience.

The project presentation 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 that 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?

Presentation Content:

The presentation 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.
- The presentation will be posted online for colleagues to view.