ORVIS SCHOOL OF NURSING
Fall Semester 20__

COURSE TITLE:
N434 Care Of Community and Mental Health Populations: Practice

PREREQUISITES: Admission to nursing major. N301, N317, N318, N343, N346, N353
COREQUISITES: N433 and N441

CREDITS: 5 (0 + 15)

CLASS SCHEDULE: Thursday & Friday, with unique learning opportunities, 16 hrs/wk

FACULTY: Course Coordinator:
Office Phone:
Email address:
Office Hours:
Section 1 – 8 Faculty with contact information

COURSE DESCRIPTION:
The course includes the application of the philosophical and conceptual tenets of nursing science, values, and practice in the delivery of nursing care to vulnerable populations.

STUDENT LEARNING OUTCOMES (SLOs):
Upon completion of this course, the student will be able to:
1. Apply the nursing process to improve health outcomes for individuals, families, and vulnerable populations across the lifespan and continuum of care. (CO 10)
2. Implement evidence-based health promotion, risk-reduction, and disease prevention interventions for individuals, families, and vulnerable populations across the lifespan. (CO10)
3. Demonstrate personal and professional values and reflect on their impact on decision-making professional behaviors in the care of individuals, families, and vulnerable populations across the lifespan and continuum of care. (CO10)
4. Demonstrate psychosocial assessment and effective therapeutic communication skills in the mental health setting across the lifespan and continuum of care.
5. Apply social and ethnic factors and concepts of cultural diversity in providing care for individuals, families, and vulnerable populations across the lifespan and continuum of care. (CO10)
6. Demonstrate intra- and inter-professional communication and collaboration to improve the health outcomes of individuals, families, and vulnerable populations across the lifespan and continuum of care.
7. Analyze legal, ethical, and political implications of nursing care for vulnerable individuals, families, and vulnerable populations across the lifespan and continuum of care. (CO10)

SILVER CORE OBJECTIVES

Nursing 434 satisfies Silver Core Objective CO10

Core Objective 10 – Diversity and Equity
Brief Description of Learning Objective: Students will demonstrate an understanding of diversity through courses that focus on topics such as race, ethnicity, gender, sexuality, religion, physical ability, language, and/or social class with an emphasis on the analysis of equity. Students will apply and evaluate approaches or modes of inquiry used to analyze diversity and equity and the social barriers to these goals.

Diverse and Vulnerable Populations:
N434, Care of Community and Mental Health Populations: Practice provides a forum to apply foundational understanding and knowledge to support the nursing care of vulnerable populations. A variety of populations will be encountered that correlate with the student’s concurrent N433 community/mental health and N439 chronic illness theory courses. These populations include, but are not limited to: homeless men, women, and families; the geriatric population; rural residents; Native American population; Early Headstart children and their families; adolescents; international students; and individuals and families with psychiatric disorders, including substance abuse disorders.

Inherent in care of these vulnerable populations is addressing the disparities these individuals and family members face in seeking health care as well as disparities in their day-to-day lives. Your assignments will include opportunities to assess and intervene on the behalf of these populations. We will explore ways to develop therapeutic communication skills with those who are hallucinating, manic or depressed, experiencing dementia or problems with executive functioning. We will address language and communication skills necessary for a nurse to develop and support equity and access to services within these populations.

TEXTBOOKS:
All textbooks that have been required for previous theory courses in Levels I & II.

TEXTS, REFERENCE MATERIALS, WEBSITES TO ACCESS


d) **WEBSITES:**
- Centers for Disease Control: [http://www.cdc.gov/](http://www.cdc.gov/)
- The Bill and Melinda Gates Foundation: [http://www.gatesfoundation.org/Pages/home.aspx](http://www.gatesfoundation.org/Pages/home.aspx)
- Nevada State Health Division: [http://health.nv.gov/](http://health.nv.gov/)
- Washoe County District Health Department: [http://www.co.washoe.nv.us/Health/](http://www.co.washoe.nv.us/Health/)
- Nevada Division of Child & Family Services: [http://dcfs.state.nv.us/DCFS_ChildMentalHealth.htm](http://dcfs.state.nv.us/DCFS_ChildMentalHealth.htm)
- The American Psychiatric Nurses’ Association: [http://www.apna.org](http://www.apna.org)
- U.S. Food & Drug Administration: [http://www.fda.gov/](http://www.fda.gov/)
- National Environmental Health Association: [http://www.neha.org](http://www.neha.org)
- Children’s Environmental Health Network: [http://www.cehn.org](http://www.cehn.org)
TEACHING STRATEGIES:
1. Active individual Student-RN preceptor clinical site partnership.
2. Individual and small group work.
3. Self-study learning assignments
4. Weekly journaling with faculty feedback
5. Completion of special projects, including community assessment
6. Student nurse dyad visits for focused home visits.
7. Health promotion educational opportunities.
8. Simulation/Skills

COURSE ACTIVITIES
1. **225 hours of clinical practice in the community setting are required for successful completion of this course. This includes a minimum 40 hours of mental health practicum for each student.** Clinical activities will be individualized by course faculty based on unique clinical assignments and assigned populations. Students are responsible for assuring completion of all required hours. Students will foster the Student-RN preceptor clinical site partnership. **Lunch and Breaks** - If you are working at an assigned agency please follow their policies for breaks. Otherwise lunch is 30 minutes. You do not earn clinical time for lunch.

2. Weekly journals or alternative learning activities assigned by the faculty are required. All journals are **due no later than 8:00 AM on Monday.** Late submissions will result in a zero for competency #3 on the Clinical Evaluation Tool (CET). A second late submission will result in the development of a performance improvement plan.

3. Weekly time logs are required to be submitted electronically **to faculty no later than 8:00 AM on Monday.** Late submissions will receive a zero for competency #3 on the Clinical Evaluation Tool (CET) for that week but are still required. A late submission will result in a meeting with the faculty. A second late submission will result in the development of a performance improvement plan.

4. Each student must check-in with clinical faculty when they arrive at their clinical site, and check-out is required at the end of each clinical day when the student leaves their clinical site. A late check-in will result in a meeting with the faculty. A second occurrence will result in the development of a performance improvement plan. The deduction of 1% will apply to late check-ins as outlined in the clinical absence policy.

5. Each clinical group will be **assigned a vulnerable community/aggregate population by their faculty.** Students will complete a community assessment utilizing the nursing process that includes a comprehensive needs assessment, evidenced-based practice interventions, and evaluation with recommendations.
The faculty will provide guidelines and the protocol for the assessment. Faculty will advise, monitor, and assist in analyses of information collected for this project.

**Each clinical group will submit to faculty a final electronic write-up of the clinical project and create a presentation for the final day wrap-up. Each clinical group will give a 15 minute presentation on the final Friday of the semester. Five additional minutes will be allotted for questions after each group’s presentation.

6. Each student will complete the mental health clinical assignment during their mental health rotation (see course website for guidelines). Late submissions will be reflected on the Clinical Evaluation Tool (CET).

7. Each student dyad will do focused home client care visits in accordance with the client needs. Students will complete and submit documentation in accordance with faculty direction.

8. Each clinical group will participate in scheduled simulation and skilled learning activities. Groups may also have the opportunity to participate in Health promotion educational opportunities.

9. Each student will participate in immunization experiences.

### Grading

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Clinical Evaluation Tools (4 Total – 100 pts/CET)</td>
<td>400</td>
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<tr>
<td>Simulation</td>
<td>75</td>
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<tr>
<td>Journals (11 x 10 points each)</td>
<td>110</td>
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<tr>
<td>Community Assessment</td>
<td>100</td>
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<tr>
<td>Mental Health Assignment</td>
<td>50</td>
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<tr>
<td>Vaccination Module</td>
<td>15</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>750</strong></td>
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**GRADING SCALE (based on percentage of total points possible):**

<table>
<thead>
<tr>
<th>Range (%)</th>
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<tbody>
<tr>
<td>A</td>
<td>93% or &gt;</td>
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<tr>
<td>A-</td>
<td>90-92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>84-86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>81-83.9%</td>
</tr>
<tr>
<td>C+</td>
<td>78-80.9%</td>
</tr>
<tr>
<td>C</td>
<td>75-77.9%</td>
</tr>
<tr>
<td>C-</td>
<td>72-74.9%</td>
</tr>
<tr>
<td>D+</td>
<td>69-71.9%</td>
</tr>
<tr>
<td>D</td>
<td>66-68.9%</td>
</tr>
<tr>
<td>D-</td>
<td>63-65.9%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;63%</td>
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NOTE: This course is a nursing course. A final grade below a “C” in this course is not considered passing. If you receive below a “C” in this course, you will be unable to progress in the nursing program.
Professionalism/Civility Policy:
This course will be conducted as a civil, respectful, inclusive, and collaborative community, comprised of individuals with diverse experiences and perspectives, whose rich interchange of ideas fosters a dynamic learning environment. All participants within this course community will be responsible for their behaviors and interactions. If there are any uncivil and/or disrespectful interactions that are disruptive to the course community they will be reported and dealt with as in compliance with University policies.

Clinical Absence Policy:
Participation is mandatory in all clinical activities (including frontloading). In the event a student misses clinical for any reason, the STUDENT must (a) Notify the clinical faculty prior to the clinical absence; and (b) follow up with the faculty regarding clinical absence within 24 hours. Any absence from clinical will result in a reduction of the final course grade. If a student misses any part of the clinical day for any reason, 1% will be deducted for every increment of 2 (two) hours missed. If a student is late for clinical, this counts as a 1% deduction. There will be no make-up of clinical time missed for any reason. More than 32 hours of missed clinical time in one semester, will result in a student not being permitted to progress in the nursing major.

OSN Inclement Weather Policy:
All students and faculty should keep themselves apprised of weather conditions. Ultimately, each student must make arrangements that will allow him/her to attend clinical. If the university delays or cancels classes due to snow, nursing faculty and students are obligated to follow that decision. If an individual faculty member is unable to report to clinical due to weather conditions, there will not be clinical for that particular student group. “Snow Day” activities will be assigned in the event that a full clinical day is missed due to inclement weather. Weather absences that are due to individual student circumstances are subject to the OSN Clinical Absence Policy.

OSN Dress Code Policy:
The University of Nevada, Reno, Orvis School of Nursing expects students to reflect professionalism and maintain high standards of appearance and grooming in all clinical settings. Students must comply with the OSN Dress Code Policy during all clinical activities. Clinical faculty will have final judgment on the congruence of student attire with the OSN Dress Code Policy. Students who do not adhere to this policy will not be allowed to participate in clinical activities. Students are expected to be in uniform both clinical days, Thursday and Friday, unless otherwise directed by their faculty or clinical site.
ACADEMIC INTEGRITY
Academic dishonesty is against university as well as the system community standards. Academic dishonesty includes, but is not limited to, the following:

**Plagiarism**: defined as submitting the language, ideas, thoughts or work of another as one's own; or assisting in the act of plagiarism by allowing one's work to be used in this fashion.

**Cheating**: defined as (1) obtaining or providing unauthorized information during an examination through verbal, visual or unauthorized use of books, notes, text and other materials; (2) obtaining or providing information concerning all or part of an examination prior to that examination (note: publisher test banks are NOT study guides and may not be used by students at any time); (3) taking an examination for another student, or arranging for another person to take an exam in one's place; (4) altering or changing test answers after submittal for grading, grades after grades have been awarded, or other academic records once these are official.

Sanctions for violations of university academic standards may include the following:
1. Filing a final grade of "F";
2. Reducing the student's final course grade one or two full grade points;
3. Awarding a failing mark ("0") on the test or paper in question;
4. Requiring the student to retake the test or resubmit the paper.

A student found responsible for violating this policy may not withdraw from the course in question. A student failed in a course due to academic dishonesty may not utilize the "repeat option" for that course.

A student may also be subject to discipline for academic dishonesty pursuant to the provisions of the Board of Regents Code, Title 2, Chapter 6 and the University of Nevada, Reno Student Code of Conduct.

DISABILITY ACCOMMODATIONS
It is university policy, in accordance with the provisions of the Americans with Disabilities Act, 1990 (as amended) and Section 504 of the Rehabilitation Act, 1973, to provide reasonable accommodations to meet the academic needs of students with disabilities. The Disability Resource Center is authorized by the president to prescribe such ACCOMMODATIONS. Failure to honor an institutional reasonable accommodation authorized by the DRC is a violation of university policy and federal regulation and may result in disciplinary proceedings and sanctions as provided in the UCCSN Handbook (Title 2, Chapter 6.62(m) or Title 4, Chapter 8) Any student with a disability needing academic adjustments or accommodations is requested to speak with faculty or the Disability Resource Center (Pennington Student Achievement Center, Ste. 230) as soon as possible to arrange for appropriate accommodations.

ACADEMIC SUCCESS SERVICES
Your student fees cover usage of the Math Center (784-4433 or www.unr.edu/mathcenter/), Tutoring Center
https://asc.unr.edu/asc_webapps/students/index.aspx, and University Writing Center (784-6030 or http://www.unr.edu/writing_center/). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

**STATEMENT ON AUDIO AND VIDEO RECORDING**
Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

**STUDENT EXPECTATIONS**
Students are expected to consult with faculty to solve course-related issues in a timely and on-going basis. Students are responsible for managing their clinical time, demonstrating self-directed learning, personal integrity, and professionalism.

Since this course will also be using Web Campus, this will be one of the means of communication between faculty and students. Students are expected to check Web Campus daily for messages or updates from faculty.

Students are responsible for the content and policies found in the OSN Student Handbook. Please read and be aware of your rights and responsibilities. Go to www.unr.edu/nursing, click on “students” and go to “Resources” and you will link to the student handbook.

**FACULTY EXPECTATIONS**
Faculty is expected to be available and enthusiastic about helping students in all course-related activities. Professionalism will be role-modeled. Guidance will be provided to help students remediate any identified learning needs. Faculty will give prompt and relevant feedback on any assignments and will assist the student in developing resources to meet their identified learning needs and course requirements.
## EXAMPLE COURSE SCHEDULE
*(Subject to Change)*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Clinical Hours</th>
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</table>
| #1   | 9/1-9/2    | - Clinical Orientation PME 12 – 0830-1630  
- Site Orientation – Faculty Day | 16             |
| #2   | 9/8-9/9    | Begin at clinical preceptor sites, projects etc.                         | 16             |
| #3   | 9/15-9/16  | Journal #1 Due Monday, September 12th at 0800  
Clinical Sites, projects, home visits, etc. | 16             |
| #4   | 9/22-9/23  | Journal #2 Due Monday, September 19th @ 0800  
Clinical Sites, projects, receive home visit referrals, etc.  
Simulation #1 – Non-Precepted Day  
CET #1 – 9/19 | 20             |
| #5   | 9/29-9/30  | Journal #3 Due Monday, September 26th @ 0800  
Clinical Sites, projects, home visits, etc. | 16             |
| #6   | 10/6-10/7  | Journal #4 Due Monday, October 3rd @ 0800  
Clinical Sites, projects, home visits, etc.  
**End of Rotation #1 – 10/7**  
Complete mid-semester evaluations  
Students to submit agency & preceptor evaluations | 16             |
| #7   | 10/13-10/14| Journal #5 Due Monday, October 10th @ 0800  
**Rotation #2 Starts – 10/13**  
Clinical Sites, projects, home visits, etc.  
**CET #2 – 10/10**  
Simulation #2 – Non-Precepted Day | 20             |
| #8   | 10/20/-10/21| Journal #6 Due Tuesday, October 17th @ 0800  
Clinical Sites, projects, home visits, etc. | 16             |
| #9   | 10/27-10/28| Journal #7 Due Monday, October 24th @ 0800  
Clinical Sites, projects, etc.  
**No class 10/28** | 16             |
| #10  | 11/3-11/4  | Journal #8 Due Monday, October 31st @ 0800  
Clinical Sites, projects, etc. | 16             |
| #11  | 11/10-11/11| Journal #9 Due Monday, November 7th @ 0800  
Clinical Sites, projects, etc.  
**CET #3 – 11/7**  
**No class 11/11** | 16             |
| #12  | 11/17-11/18| Journal #10 Due Monday, November 16th @ 0800  
Clinical Sites, projects, etc.  
**End of Rotation #2 – 11/28**  
Students to submit agency & preceptor evaluations | 16             |
| #13  | 11/24-11/25| Journal #11 Due Monday, November 21st @ 0800  
**No class 11/24-11/25** | 16             |
| #14  | 12/1-12/2  | All Group Activity, Group Presentations  
**CET #4 – 12/5** | 8              |

**All students are required to attend 1 open lab session during the course of the semester.**

<table>
<thead>
<tr>
<th>Total Hours</th>
<th>225</th>
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