COURSE TITLE: NURS 438R: Community and Population Health: Practice

PREREQUISITES: NURS 414, NURS 418R (as pre or co-requisite), NURS 435R as co-requisite

CREDITS: 4 credits (4+0)

FACULTY: Michelle Kling, MS, RN
Clinical Faculty
Phone: 775-750-0580
Email: michellekling44@gmail.com

Email messages and telephone calls will be answered within 24 hours, Monday through Friday, except for holidays.

COURSE DESCRIPTION

Application of concepts and core competencies of community health nursing for families, aggregates, and populations.

This course satisfies the core objective of Application (CO14). Students will be able to demonstrate their knowledge and skills developed in previous Core and major classes by completing a project or structured experience of practical significance.

STUDENT LEARNING OUTCOMES

At the completion of this course, the student will be able to:
1. Apply knowledge of community and public health core competencies in the provision of care to individuals, families, aggregates and populations.
2. Analyze the impact of health care policy and global health problems on the health of individuals, families, aggregates and populations.
3. Assess community health status and culture of individuals, families, aggregates and populations.
4. Utilize technology and multiple data sources when planning and performing community oriented care.
5. Analyze and implement research findings, legal and ethical guidelines, and evidence based practice in providing nursing care to individuals, families, aggregates and populations.
6. Collaborate with community partners to provide and design health care for individuals, families, aggregates and populations.

OVERVIEW
This course is designed to expand the experience of RN-BSN students to include working with individuals, families, and aggregates in the community. Many of the clinical experiences will be community-based, but may be hospital-based if appropriate. Students are encouraged to seek clinical experiences relevant to his/her learning needs so that a greater understanding of the role of nurses in the community is developed. More than one site or experience is acceptable. It is **not** appropriate for the student to utilize his/her normal working environment to meet clinical requirements.

Because each student enters this course with a unique set of experiences and interests, the student will be responsible for identifying his/her individual learning needs. The faculty member will work in collaboration with the student to identify individual learning goals for the semester and will assist the student in identifying appropriate clinical sites or experiences. Final responsibility for securing preceptor(s) lies with the student.

**Course Materials and WebCampus**

Please make sure you have configured your browser properly so you can receive all the information posted for the course. If you have any problems you can call the UNR Help Desk at 682-5000. Faculty is not responsible for Web issues or technical problems.

**TEXTS**

There is not a required text for this course. Use of all previous and concurrent texts will be beneficial.

**STUDENT EXPECTATIONS**

Students are expected to consult with faculty to solve course-related issues in a timely and on-going basis. Because this is an online course, self-direction, accountability and professionalism are essential for success. Students must work towards identifying his/her own learning needs and develop professional relationships to meet those needs. Scholarly work will be carefully reviewed prior to submission with attention to standard spelling, grammar, and formatting. In addition, it is your responsibility to check your email and the discussion board frequently as Web Campus does not notify you when you have an email.

**FACULTY EXPECTATIONS**

Faculty is expected to be available and enthusiastic about helping students in all clinically-related activities. Professionalism will be role-modeled. Faculty will give prompt and relevant feedback on any assignments and will assist the student in developing resources to meet their identified learning needs.

**STUDENT LEARNING ACTIVITIES**

All hours spent in clinically-related activities count towards the required 180 hours for successful completion of this course.

- Examples of acceptable clinical hours include:
  - Identifying learning goals, securing preceptor(s), creating learning experiences
Time spent planning and implementing your Community Assessment and Intervention Project (CAIP)
Reading, research, posting to WebCampus discussions for THIS course
Time at clinical site(s) or with preceptor
Educational conferences or activities with instructor approval
Special projects with instructor approval
Community involvement/activities related to health or health care with instructor approval

To better meet the unique learning needs of each student, you will be given the opportunity to design your own learning experiences for this semester. Please consider your background, interests, and career goals. What areas of community nursing practice do you need additional skills, experiences, or opportunities? Outside of your regular practice area, what other aspects of nursing are you interested in? What types of experiences would be beneficial to you in your career?

Once you have given some thought to your needs and interests, look at the course objectives and see how your needs/interests and the course objectives might fit together. You will need to meet all of the objectives during the semester, but do not have to allocate your efforts equally. If you are having a hard time figuring out how to meet an objective, please contact me (I’m very creative in seeing how your needs can fit the objectives!). Your learning needs/interests may be academic, clinical, or experience based. Possible ideas:

**Academic:**
- Research, conduct personal interviews, and write a paper on diabetes in Native Americans to better understand the unique aspects of care for a specific aggregate
- Create and implement an in-service for colleagues on a relevant community health topic

**Clinical:**
- Precept in dialysis to better understand the processes, challenges, and reality of renal failure
- Work with Planned Parenthood to more fully understand women’s health in underserved populations

**Experiential:**
- Spend a share-day with lactation consultant
- Evaluate post-hospital resources for vent dependent children and develop a resource guide for parents

**REQUIRED ACTIVITIES:**

**Development of Learning Plan**
Using the Student Directed Learning Plan and Evaluation develop a plan to meet your learning needs this semester. Please note that you will need to meet all course objectives, but may do so with a variety of experiences. On the proposal, please indicate what types of experiences
you will pursue and how you will document your completion of that objective. NOTE: It is important that your portfolio includes the evidence of completion that you have documented on your learning plan. For example, if you document that you will include signed evidence of attendance at a meeting and a copy is not in your portfolio, 5 points will be deducted. Or if you state that a copy of a flyer/pamphlet that you created will be in your portfolio and it is not there, another 5 points will be deducted. In other words, 5 points will be deducted from the total 50 points for each exclusion in your portfolio. See example for guidance. You will evaluate your performance at both mid-term and at the end of the semester.

**Late submissions will be deducted 25% from the total points for that submission**

**Community Assessment and Intervention Project (CAIP)**
All students will participate in a small-group project designed to give the student direct experience working with the community. Please see project guidelines for specific requirements and guidelines.

**Late submissions will be deducted 25% from the total points for that submission**

**Case Study Presentations**
Each student is responsible to present and lead the discussion of one case study during the semester. Discussions will be done in small groups. Case studies should focus on real-life experiences of caring for clients (individuals or aggregates) in the community. Please see the “Case Study Example” for directions and grading criteria. Course faculty will observe but not direct the discussions.

Case study presentations are to be posted to WebCampus by 9:00am Monday for the week in which they are assigned. Students are expected to participate in a relevant manner with thoughtful, professional postings. The student who presents the case study is responsible for directing discussion throughout the week, so should be prepared to read and respond to postings in a timely manner throughout the week.

**Late submissions will be deducted 25% from the total points for that submission**

**Journal**
The clinical journal is a professional document which verifies clinical time and provides the instructor with a better understanding of the clinical experience of the student. A sample journal is available on the WebCampus homepage. Each journal must include date, number of hours spent on activity, description of activity, appropriate course objective related to activity, and a running total of hours for the semester. Journals are due to the instructor by 9:00am every Monday.

**Late submission will receive 0 points for that week**

**GRADING:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Journals</td>
<td>75 (15 x 5 points each)</td>
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<tr>
<td>Case Study Presentation, Facilitation, and Postings</td>
<td>60</td>
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<tr>
<td>Accomplishment of Learning Plan</td>
<td>200</td>
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</table>
Community Assessment Project 200
Total 535

GRADING SCALE: (based on percentage of total points possible)

<table>
<thead>
<tr>
<th>Grade %</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>≥ 497.55</td>
</tr>
<tr>
<td>A-</td>
<td>481.50 – 497.54</td>
</tr>
<tr>
<td>B+</td>
<td>465.45 – 481.49</td>
</tr>
<tr>
<td>B</td>
<td>449.40 – 465.44</td>
</tr>
<tr>
<td>B-</td>
<td>433.35 – 449.39</td>
</tr>
<tr>
<td>C+</td>
<td>417.30 – 433.34</td>
</tr>
<tr>
<td>C</td>
<td>401.25 – 417.29</td>
</tr>
<tr>
<td>C-</td>
<td>385.20 – 401.24</td>
</tr>
<tr>
<td>D+</td>
<td>369.15 – 385.19</td>
</tr>
<tr>
<td>D</td>
<td>353.10 – 369.14</td>
</tr>
<tr>
<td>D-</td>
<td>337.05 – 353.09</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 337.05</td>
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STUDENT HANDBOOK
You are responsible for the content and policies found in the OSN Student Handbook. Please read and be aware of your rights and responsibilities.

ACADEMIC DISHONESTY
Cheating, plagiarism or otherwise obtaining grades under false pretenses constitute academic dishonesty according to the code of this university. Academic dishonesty will not be tolerated and penalties can include canceling a student’s enrollment without a grade, giving an F for the course or for the assignment. For more details, see the UNR General Catalog.

ACADEMIC SUCCESS SERVICES
Your student fees cover usage of the Math Center (784-4433 or www.unr.edu/mathcenter/), Tutoring Center (784-6801 or www.unr.edu/tutoring/), 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.

DISABILITY ACCOMMODATIONS
It is university policy, in compliance 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).

Religious Holy Days
It is the policy of NSHE (Title 4 Chapter 20 A, Section 3, paragraph 2, http://system.nevada.edu/tasks/sites/Nshe/assets/File/BoardOfRegents/Handbook/T4-CH20-20-%20General%20Policies%20Regulating%20Students%20and%20Student%20Government.pdf), to be sensitive to the religious obligations of its students. Any student missing classes, quizzes, examinations, or any other class or lab work because of observance of religious holy days should, whenever possible, be given an opportunity during that semester to make up the missed work. The make-up will apply to the religious holy day absence only. It shall be the responsibility of the student to notify the instructor in advance in writing, if the student intends to participate in a religious holy day which does not fall on state holidays or periods of class recess. In the event that administering the assignment at an alternate time would impose an undue hardship on the instructor or the institution which could not reasonably have been avoided.

PROFESSIONALISM/CIVILITY STATEMENT: Commitment to Professional Behavior and Respectful Interactions
One of the objectives of this program is to model and develop professional nursing behavior of our graduates that reflect the professionalism that will be expected as registered nurses. Additionally, it is our hope to provide a community in NURS 438 that allows rich interchange of ideas and a dynamic learning environment comprised of individuals with diverse experiences and perspectives. This community of faculty, staff, students, and external constituents is essential to the pursuit of excellence in teaching, research, scholarship, clinical care, and creative activities. As citizens of this community, we will strive to achieve the following individual commitments to strengthen the success of the constituents of this community:

• I will act honestly, take responsibility for my communication and behavior and continuous learning and respect the freedom of others to express their views.
• I will respect the dignity and worth of each person. I will discourage intolerance and injustice and will promote constructive resolution of conflict.
• I will be mindful of my communication and behavior, recognizing that it can and will affect others.
• I recognize the importance of disagreement and informed debate for the growth of ideas and will be guided by courtesy and professionalism in these interactions.
• I will embrace the values of civility, inclusivity, collaboration, ethical conduct, and respect of others and will share in the responsibility to promote these values.

TENTATIVE CLASS SCHEDULE: Subject to change

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
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<tbody>
<tr>
<td>Week 1, Jan 20 Holiday</td>
<td>Review:</td>
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<tr>
<td></td>
<td>• Syllabus,</td>
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| Week 1, Jan 21-24 | Welcome ppt.  
Other course materials  
Self-introduction due 1-24 by 5 PM  
Begin Clinical Ideas discussion posting |
|-------------------|------------------|
| Week 2, Jan 27-31 | Begin Small Group CAIP discussion  
Student Directed Learning Plan/Proposal and Time journal for week 1 due by 9 AM on 1-27 |
| Week 3, Feb 3 – 7 | Continue Small Group CAIP discussion  
Time journal for week 2 due on 2-3 by 9 AM  
CAIP proposal due 2-3 by 9 AM |
| Week 4, Feb 10-14 | Case Study due 2-10 at 9 AM  
Time journal for week 3 due 2-10 by 9 AM |
| Week 5, Feb 17 – Holiday Feb 18-21 | Case Study due 2-18 at 9 AM  
Time journal for week 4 due 2-18 by 9 AM  
CAIP work plan due 2-18 by 9 AM |
| Week 6, Feb 24-28 | Case Study due 2-24 at 9 AM  
Time journal for week 5 due 2-24 by 9 AM |
| Week 7, March 3-7 | Case Study due March 3 at 9 AM  
Midterm Student Directed Learning Plan update due 3-3 at 9am  
Time journal for week 6 due 3-3 at 9 AM |
| Week 8, March 10-14 | Case Study due March 10 by 9 AM  
Time journal for week 7 due 3-10 at 9 AM |
| Week 9, Spring Break March 17-21 | Spring break, no discussions, take advantage of an extra week to work on projects |
| Week 10, March 24-28 | Case Study due March 24 at 9 AM  
Time journal for week 8 due 3-24 at 9 AM |
| Week 11, March 31- April 4 | Case Study due March 31 at 9 AM  
Time journal for week 10 due 3-31 at 9 AM |
| Week 12, April 7-11 | Case Study due April 7 at 9 AM  
Time journal for week 11 due 4-7 at 9 AM |
| Week 13, April 14-18 | Case Study due April 14 at 9 AM  
Time journal for week 12 due 4-14 at 9 AM |
|---------------------|-------------------------------------------------|
| Week 14, April 21-25 | Case study due April 21 at 9 AM  
Time journal for week 13 due 4-21 at 9 AM |
| Week 15, April 28-May 2 | Case Study due April 28 at 9 AM  
Time journal for week 14 due 4-28 at 9 AM |
| Week 16, May 5-9 | CAIP Presentations due 5-5 at 9 AM  
Time journal for week 15 due 5-5 at 9 AM |
| FINALS WEEK, May 12-16 | Final Student Learning Plan & Evaluation and  
Time journal for week 16 due 5-12 at 9 AM |