Michigan State University College of Nursing (MSU CON)
NUR 410-734 Practicum in Community Health Nursing Syllabus
Fall 2006, 3 Credits
UPDATED 8-07-06
Co-requisite course: NUR 407 Concepts in Community Health Nursing
Course website: https://angel.msu.edu

Faculty.
Grace Kreulen, RN, PhD, Course chair
Office: A129 Life Sciences East Lansing MI 48824-1317
353-8679—leave message if no answer, anytime
FAX: 517-353-9553—notify by email or voice mail if send FAX
Email: gkreulen@msu.edu Secretary: Stephanie Ford 517-432-0474
Office hours: online or in person by appointment

Judith Strunk, RN, MSN, NP, Campus faculty
Office: 127 Owen Graduate Hall, East Lansing MI 48824
Cell: 231-878-2840—during business hours unless emergency
FAX: 517-353-9553—notify by email or voice mail if send FAX
Email: strunkju@msu.edu
Office hours: online or in person by appointment

Karen Malmsten, RN, MSN, NP, Campus faculty
Office:
Phone:
FAX: 517-353-9553—notify by email or voice mail if send FAX
Email: malmste1@msu.edu
Office hours: online or in person by appointment

Course Description.
This community health nursing practicum course provides RNs in the MSU Online BSN Completion Program clinical experience focusing on the application of public health and nursing principles in the care of populations and individuals/families in a variety of community/public health settings, including public health departments, schools, occupational health, correctional health, and other appropriate agencies.

Course Schedule/Instructional Model.
The semester schedule includes weekly online learning activities with the course faculty and weekly precepted community/public health nursing clinical experiences for 98 hours total over 14 clinical weeks.

- 88 hours of clinical nursing practice in a designated community agency during the 11 clinical weeks for an average of 8 hours per week, including 30’ lunch break.
- 10 hours are allocated to online coursework and theory application activities that occur each clinical week.

Online course orientation is provided during week one of the semester. Faculty provide students with guidelines for clinical placement arrangements prior to start of the semester. Faculty facilitate clinical placement arrangements.
made by students and provide ongoing coordination with clinical preceptors and agencies. During each week of the semester, faculty and students communicate, primarily online, for the overall purposes of formalizing learning to meet course objectives and linking theory and practice and sharing/processing clinical learning experiences.

**Objectives.** Upon completion of this course, the student will:

1. Apply strategies for assessment, planning, intervention and evaluation that are appropriate to individual/family and population clients in community settings.
2. Provide comprehensive assessment data to support community health nursing diagnoses, including epidemiological, family, and community data.
3. Apply established research findings as a basis for making judgments in community health nursing practice.
4. Describe major legal, social, cultural, political and economic issues relevant to the delivery of community-based nursing care.
5. Coordinate appropriate community resources in the care of the individual/family or population client.
6. Accept individual responsibility and accountability in community health nursing practice.
7. Demonstrate the professional role characterized by critical thinking, self-directed learning, and effective communication and leadership skills.
8. Demonstrate an understanding of the uniqueness of self and client in community health nursing practice.

**Required Texts.**

**Suggested Texts.**

**Supplementary resources.**


Web-sites and additional resources will be posted on ANGEL.

**Course Requirements.** Each student is responsible for the following:

1. **Compliance with immunization, blood borne pathogens, CPR and HIPPA regulations.**
   
   Each student is required to print a copy of their compliance letter AND present it to their clinical preceptor on the first day at the clinical site and post for their campus faculty on ANGEL.

   Compliance records and the associated letter (signed by the University Physician) are available at [www.hcpimmunize.msu.edu](http://www.hcpimmunize.msu.edu). Note: If you have problems accessing your records or have updates or questions about the content of your immunization report please contact Paula Guss [guss@msu.edu](mailto:guss@msu.edu) or the University Physicians Office at [occhealth@ht.mus.edu](mailto:occhealth@ht.mus.edu).

   Students are to sign agency and course confidentiality forms and adhere to HIPPA regulations throughout the course.

2. **Clinical learning schedule/contract**
   
   During the first week of the semester, students meet with their clinical agency preceptor to establish practice relationships and develop a clinical learning calendar/contract to guide achievement of course objectives and personal goals. *Please come to this meeting with your personal learning interests and goals articulated.*
The agreed upon learning calendar/contract is to be posted on ANGEL for review by faculty and must include:

1. A weekly clinical practice schedule that includes dates/times at the agency and preferred times for student-preceptor confering.
2. A tentative schedule of learning activities that provide opportunities to meet course and personal objectives & learning requirements.
3. Agreed upon communication methods (that reflects agency protocol)
   - To notifying preceptor of unexpected clinical absence
   - For student-preceptor-faculty communication during clinical experiences and other times

3. Personal learning objectives.

Starting during week 1, each student is to begin developing active and measurable personal learning objectives for clinical practice that reflect a blending of course objectives/requirements, personal interests, and clinical learning opportunities. These objectives are to be shared you’re your preceptor and campus faculty and must be finalized by week 3.

4. Appropriate clinical preparation and professional behavior.

Students are expected to structure their own learning activities and carryout each clinical day with responsibility and accountability within the behavioral norms of the agency.

Students must provide their own transportation for clinical activities.

The MSU CON and clinical agency dress codes are to be followed. In the absence of specific agency guidelines appropriate community health nursing attire is ‘conservative business casual’ shirt & slacks/skirt and non-white leather shoes (no low necklines, bare midriffs & thighs, denim, or sandals).

At the start of each clinical day, students must conference with their preceptor and provide evidence of the following:

a. **Written, evidence-based plans** for all planned client encounters —both family and population— prepared prior to the start of the clinical.

b. Planned efficiency in management and use of clinical time demonstrated by a **written clinical activities calendar** that reflects priority setting and planned back-up activities incase the inevitable collapse of anticipated plans occurs (the clinical activities calendar will be prepared as part of the online learning activities).

Students are responsible for keeping communication lines open with preceptors during each clinical day regarding clinical activities and intervention plans, and to promptly apply all feedback (verbal and written) to ongoing performance improvement.

Students must document all community health nursing practice activities promptly and appropriately and provide appropriate midterm and end term reports for all family and population client activities.

Each student must sign the ‘NUR 410 Confidentiality Agreement’ prior to initiating clinical activities in an agency and the agency confidentiality form if requested, and must follow NUR 410 and agency patient confidentiality guidelines at all times.

5. Weekly calendar/reflection posting and online discussion forums.

Formalizing clinical learning via online planning, reflection, and conferencing. **Note: all postings on ANGEL should be single spaced.**

a. **Weekly dropbox postings ‘Clinical Activity Calendar and Reflection’** (using posted format).
   
   Each weekly ‘Clinical Activity Calendar and Reflection’ posting must include:
   - plans for the next week clinical activities listing timeframes and activities planned
   - brief listing of actual clinical activities performed with duration (rounded to quarter hour)
   - student thoughts and feeling about the week’s experiences

b. **Online discussion forums** occur each week for the purpose of sharing learning activities, enhancing student learning, and integrating theoretical concepts with community/public health nursing practice. Working in online clinical groups, students link theory to practice, discuss clinical activities and encounters, bring up issues for
group discussion and problem solving, and share thoughts and feelings. Faculty posed weekly questions help to focus discussions.

To receive credit for online discussion forums, each student must answer the weekly posted discussion questions and respond to a minimum of two other student postings. Faculty will monitor these discussions and allocate credit based on participation. Students are assigned to a specific group of approximately 9 members.

**Sequence of activities related to #5.** Each week, after completing clinical activities with the agency/clients, each student should:

a) Complete all documentation related to population and family care,
b) Complete and post the ‘Clinical Activity Calendar And Reflection’,
c) Access the discussion forum for the week, post responses discussion questions, post own questions/comments, and respond to other students postings.

6. **Delivery of nursing care.** Under the guidance of the clinical preceptor and faculty, students provide community/public health nursing services to individual/family and population clients, and inform health policy. Levels of nursing care delivered in the course include family-focused care, population-focused care, and system-focused care. Students also participate in select public health experiences. All needed forms and guidelines are posted in the 410 course documents folder on ANGEL.

**Levels of nursing care delivery in 410.**

a. **Family-focused care:** Improving the health status of families and individuals in the community.

Each student provides family-focused care to a caseload of 1 or more community-based clients. Client referrals of families that would benefit from nursing health assessment and interventions are to be obtained through the agency preceptor. Whenever possible home visits should be made.

1. Students are expected to partner with families and empower them with the knowledge and skills necessary to meet their identified health needs. Health education and care coordination related to health promotion, risk reduction and illness-self management is emphasized. Care delivered to individuals is provided within the context of their family, and families are considered within the context of their community.

2. Students demonstrate evidence-based practice as they:
   - conduct bio-psycho-socio-economic-spiritual-cultural family and individual assessments
   - develop and validate with families data-based diagnoses for health promotion and protection
   - assist clients in designing and implementing a plan of action for attaining expected outcomes
   - collaborate with other health and social services providers as needed
   - evaluate outcomes with the family
   - provide written documentation the day the visit/contact is made

3. The family assessment, diagnosis, intervention plans, and documentation are to be posted on ANGEL for faculty review. Documentation of family experiences should be included in agency records as indicated by agency and CON policies.

b. **Population-focused care:** Improving the health status of identified populations.

Students work individually or in interdisciplinary groups to assess, diagnose, plan and implement a specific population-focused health program that addresses a health need identified by the agency/community. This experience goes beyond the family to a larger community group of interest/concern, and is designed to provide an opportunity to develop personal knowledge and skill in community assessment and working with population groups to improve their health.

1. All population-focused care must address a health need identified by the community and supported by community health data. Students are expected to partner with community members to meet identified health needs.

2. A population-focused report, following ‘Population-focused Care Report Guidelines,’ is to be prepared and posted sequentially on ANGEL (assessment and diagnosis first, then intervention & evaluation plan, then evaluation of project). Grading will be done utilizing the CH population-focused care report rubric. At the end of the semester a copy of the report must be shared with the agency in a manner
negotiated with the preceptor.

Note. A broad range of activities is appropriate for population-focused care projects. Examples of include: nutrition education with parents, adolescents and/or school aged children; planning and participating in a health fair or other community health event as part of a community group; participating in development of health promotion project such as a neighborhood exercise program or an immunization registry; development of literature to promote appropriate preventive self-care behaviors; health education groups for prevention and management of chronic diseases such as obesity and diabetes; and programmatically focused health policy activities that occur over the semester, such as grassroots efforts to promote clean air in a community or promote active community environments.

c. **System-focused care: Improving the health of populations by impacting political processes.**
   Working individually or in groups, students work to impact the health of the public as a whole through involvement in grass-roots, legislative, and/or health-policy promoting activities.
   1. A health policy learning guide will be distributed in 407 that describes this experience and presents a broad array of skill and activity options.
   2. Each student is to provide evidence of beginning level competency in two health policy-informing skill areas by actively engaging in health policy activities.
   3. Reports of health policy activities are to be posted on ANGEL for grading by campus faculty.

d. **Select public health experiences** may be arranged as part of the practicum experience to gain a broader exposure to community/public health. Depending on the community, optional experiences may include ½ to 1-day long participant observational experiences in occupational health, school health, correctional health, public health nursing, communicable disease control, immunizations, maternal child health, women’s health, homeless and migrant health, and environmental health.

7. **Learning activities & assignments**—to be posted in designated ANGEL drop boxes when due.

   **Setting the course at the beginning of the semester**
   a. **Clinical learning calendar/contract**—posted week 1 per #2 above.
   b. **Personal learning objectives**—rough draft posted week 1, final draft posted by week 3 per #3 above.

   **Ongoing learning activities during the semester**
   c. **Weekly calendar/reflection posting**—posted in weekly dropbox each week per #5a above.
   d. **Online discussions forums**—each clinical week per #5b above
   e. **Family-focused care** assessment, diagnosis, implementation plans, and documentation—posted when family/individual care delivered, see #6a, forms and guidelines available on ANGEL.
   f. **Population-focused care** assessment, plan & report, and documentation of care—posted per planned clinical schedule/calendar, see #6b, forms and guidelines available on ANGEL.

   **Select learning activities**
   g. **Agency appraisal and health insurance analysis**—assigned in 407 and done in 410, 1 report graded by campus faculty.
   h. **Health policy skill evidence and activity reports**—assigned in 407 and done in 410, 2 reports graded by campus faculty.
   i. **Evidence-based practice/research reports**—2 research/evidence-based guideline analyses posted beginning week 5, graded by campus faculty. One report must relate to the family and one to the population level of care being provided during clinical practice. Students are to 1) identify research studies and/or evidence-based practice guidelines that inform their family and population care (one for each level of care), and 2) prepare a one-page analysis of the research/evidence informing both their family and population practice (one for each level of care).
All evidence/research articles must be current, from MSU Library journals or approved websites, and cited using APA format.

Each analysis report must:
1. describe & critique the research and problem studied and/or clinical evidence presented,
2. discuss the direct applicability of the specific evidence/research to nursing care delivered to their specific population or family clients.

**Evaluation/Grading Scale.**
Each student will have a formal mid and end semester conference with their preceptor and faculty. Progress toward goals will be discussed at mid-semester, identifying strengths and weaknesses in performance. The final clinical grade will reflect performance over the semester in achieving course objectives.

Evaluation forms will be posted on ANGEL and include the Community Health Nursing Competencies Evaluation Form and the Preceptor, Student and Final Clinical Evaluation Forms.

The standard College of Nursing grading scale will be used to assign course grades. A student must obtain a course grade of ≥ 2.0 in order to pass the course. A 0.0 grade will be given for unsafe or dishonest behavior, unexcused absences and failure to meet minimal course expectations.

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94%</td>
<td>4.0</td>
</tr>
<tr>
<td>93-89%</td>
<td>3.5</td>
</tr>
<tr>
<td>84-88%</td>
<td>3.0</td>
</tr>
<tr>
<td>83-79%</td>
<td>2.5</td>
</tr>
<tr>
<td>75-78%</td>
<td>2.0</td>
</tr>
<tr>
<td>74-70%</td>
<td>1.5</td>
</tr>
<tr>
<td>65-69%</td>
<td>1.0</td>
</tr>
<tr>
<td>&lt;64%</td>
<td>0</td>
</tr>
</tbody>
</table>

A comprehensive clinical grade will be determined based on all clinical performance and assignments. Grades will be assigned by the faculty according to the following distribution:

1) Community health nursing competency evaluation 30%
2) Weekly online dropbox postings and folders (objectives, learning contract, activity calendar/ reflection, discussions forums)* 30%
3) Family-focused care assessment, diagnosis, plan and documentation 10%
4) Population-focused care project and report 15%
5) 1 Agency appraisal, health insurance analysis report 3%
6) 2 Health policy activity reports 6%
7) 2 Evidence-based practice/ research analysis 6%

*Allocation of 30% for online dropboxes and discussions:
  13% for weekly clinical activities calendar/reflection and other postings (1% each week)
    --0-3 scoring of dropbox posts: 3 = well done, 2 = acceptable, 1 = unsatisfactory, 0 = no post
  12% for weekly discussion forum posts (1% each week)
    --0-2 scoring of initial discussion post: 2 = theory-based answer to questions posted, 1 = superficial answer to questions posed, 0 = no post
    --0-2 scoring for response post scoring: 2 = two substantive response posts, 1 = one substantive response post, 0 = no posts or responses do not address issue posed in weekly discussion question
  3% for clinical schedule calendar/contract
--0-3 scoring: 3 = well done, 2 = acceptable, 1 = unsatisfactory, 0 = no post
2% for personal learning objectives
--0-3 scoring: 3 = well done, 2 = acceptable, 1 = unsatisfactory, 0 = no post

Policies.
Students are expected to meet course and College of Nursing clinical expectations outlined in this syllabus and in
the CON Undergraduate Student Handbook.

A. Course policies in the MSU Spartan Life Handbook and College of Nursing BSN Handbook:
   1. Academic Dishonesty
   2. Taping and communication devices
   3. Weather
   4. Protection of property/computers
   5. Protection of scholarship and grades
   6. SIRS
   7. Disabled Student

B. Attendance.
   1. Students are expected to complete this course in a week-by-week manner as outlined in the course
calendar, post all course assignments by the due date, and complete the course according to schedule.
   2. Any student who is not prepared to provide safe nursing care at a given clinical experience for any
reason will be sent home from that clinical experience (including previous absence from clinical
experiences, insufficient preparation for client encounters, and incomplete documentation of immunization
and CPR status).
   3. Attendance at all planned clinical experiences is required.
      a. A student who cannot attend a planned clinical experience must notify their preceptor prior to
the start of the clinical day using their pre-determined defined call-in protocol, and notify
campus faculty by email or voicemail. A student who misses a clinical experience may be required to
1) provide appropriate a written excuse from a health care provider for incidents of illness/injury, and
2) make-up the clinical time.
      b. Any unexcused absence may be cause for student withdrawal from the course. Absences are
excused at the discretion of the campus faculty. Students with unexcused absences or excessive
absences from clinical that are in jeopardy of failing to meet course objectives may be asked to
withdraw or receive a ‘0’ in the course.

C. Communication with faculty.
   Grace Kreulen, Course Chair. Students are to contact Dr. Kreulen using the ANGEL course platform for all
routine course communication. When an immediate response is needed, they should email her directly at
gkreulen@msu.edu, or call her during business hours at 517-353-8679 or 517-896-0059. Do not call Dr.
Kreulen at 517-896-0059 outside of business hours unless there is an urgent need. Voice messages can be left
at 517-353-8679 at anytime day or night. A back-up email address is gkreulen@comcast.net, should the MSU
server be down.

Judith Strunk and Karen Malmsten, CON campus faculty. Contact information is provided on page 1 of the
syllabus. Faculty will provide additional contact information during the first week of the semester.

D. Student Progress. All students are expected to critically reflect on their learning progress each week and to
apply promptly all preceptor and faculty feedback (verbal and written) to future performance. Students who
believe they may be experiencing academic difficulties are urged to promptly obtain faculty guidance in
proposed remedial activities.
A student who has a concern related to the course is expected to approach the faculty to discuss the situation.
Resolution of a concern on an informal basis between the student and faculty is encouraged. If the situation is
not successfully resolved following consultation with faculty, the student should then contact Susan Strouse or
Regina Traylor in the College of Nursing Student Affairs Office for further guidance. A joint meeting between the student, faculty, and a Student Affairs representative may be required.