MICHIGAN STATE UNIVERSITY
College of Nursing
NUR 410 – Sections 1 through 6
Practicum in Community Health Nursing (3 credits)
Fall 2006 Syllabus

Course lead
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Office hours by appointment

Clinical faculty by clinical section, day and site to be announced the first week of the semester. Clinical faculty will provide students with contact information (office hours, phone numbers) during the first week of the semester.

Course Description
This course provides clinical experience in community & public health nursing focusing on the application of public health and nursing principles in the care of individuals/families and populations in a variety of community-based settings.

Instructional Model/ Course Schedule
Orientation to the course is provided during the first week of the semester. Students participate in community health nursing clinical experiences and conferences/seminars 8 hours per week (112 hrs total clinical time). Faculty will provide students with information about specific learning opportunities and expectations during the first week of clinical.

Course Objectives
By the end of the semester 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, CPR and HIPPA regulations.** Each student is required to print a copy of their immunization compliance letter and present it to their clinical faculty on the first day at the clinical site. 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).

2. **Dress code.** The MSU CON and clinical agency dress code (see BSN Student Handbook) is 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). *Green polo shirts are encouraged and will be required for students entering the nursing major Fall 06 and after.*

3. **Appropriate professional behavior and clinical preparation** Under the direction of clinical faculty and/or preceptors, students direct their learning and collaborate with others to achieve outcomes. Students are to carryout each clinical day with responsibility and accountability within the behavioral norms of the agency, and follow NUR410 and agency patient confidentiality guidelines at all times. Students must arrange for their own transportation for clinical activities.

4. **Personal learning objectives.** Each student is to develop active and measurable personal learning objectives for clinical practice based on course objectives/requirements, available clinical learning opportunities, and personal interests. These objectives are to be behavioral objectives that provide direction for specific student learning activities and practice within the assigned community/public health agency.

5. **Clinical conferences/discussions** occur each clinical day for the purpose of enhancing student learning and integrating theoretical concepts with practice. Students discuss clinical activities and encounters, bring up issues for group discussion and problem solving, discuss learning needs, and share knowledge/feelings relevant to the practice of community health nursing.


*Folders.* Students reflect on their clinical learning experiences weekly by submitting a weekly activity calendar and critical reflections. Folders will be reviewed by the faculty and must include the following:

1. **NUR 410 Clinical Activity Calendar:** Weekly activity log format that documents planned and actual key activities and practice hours (rounded to quarter hour).
2. **Critical reflections journal**: Weekly reflections (limit to one page per week) on experiences that SPECIFICALLY address the following questions:
   a. What C/PH concepts/theory/evidence did I apply this week? (or could I have applied)
   b. What learning questions were raised by this week’s activities and where did/will I get the information to answer the questions?
   c. What did I learn in relation to course and personal objectives?
   d. What thoughts and feelings do I have about this week’s experiences?

7. **Delivery of nursing care.** Under the supervision and direction of clinical faculty, each student is to provide the following levels of community/public health nursing services:

   A. **Family-focused care: Improving the health status of families and individuals in the community.** Students have the opportunity to provide family-focused nursing care in the home and/or school settings. Client referrals of families that would benefit from student nursing health assessment and education are obtained from community-based providers and schools.
   1. Students partner with families and assist them to acquire the knowledge and skills necessary to meet their identified health needs within the context of their community. Health education related to health promotion, risk reduction and illness-self-management is emphasized.
   2. Student visit procedures will be provided by faculty and must be followed at all times. The focus of visits is health education, monitoring, assessment and other forms of indirect care. Students demonstrate evidence-based practice as they:
      a. engage in bio-psycho-socio-economic-spiritual-cultural family and individual assessments
      b. develop and validate data-based diagnoses for health promotion and protection
      c. assist clients in designing and implementing a plan of action for attaining expected outcomes
      d. collaborate with other health and social services providers as needed
      e. evaluate outcomes with the family
      f. provide written documentation the day the visit/contact is made
   3. An oral presentation of a family/individual assessment, diagnosis and plan of care that reflects evidence based practice will be made to the clinical group by midterm. Written documentation must be submitted to the faculty at the time of the presentation. Grading will be done utilizing the CH family assessment rubric.

   B. **Population-focused care: Improving the health status of identified populations.** Students work individually or in groups to assess need and diagnose, plan and implement a specific population-focused health program. 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 groups to improve health.
   1. All population-focused care must address a health need identified by the population and supported by community health data. Students are to partner with community members. A broad range of activities are appropriate for population-focused care projects.
   2. A population-focused report, following ‘Population-focused Care Report Guidelines,’ is to be prepared and submitted sequentially per a schedule arranged with faculty (e.g. assessment and diagnosis first, then intervention plan, then evaluation). Grading will be done utilizing the CH population-focused care report rubric.

   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. The ‘Health Policy Focus’ document describes this experience and presents skill and activity options. It will be available the week health policy is covered in 409 class.

2. Each student is to provide evidence of beginning level competency in two health policy-informing skill areas by actively engaging in and reporting on health policy activities.

D. Select public health experiences may be arranged as part of the practicum experience to provide a broader exposure to community/public health. These are ½ to 1-day long participant observational experiences and include local health departments (immunization clinic, communicable disease control, home visits with PHNs, environmental health, homeless bus), correctional health, occupational health, and others. Preparatory activities are required for each public health experience. The critical reflection for the week of the activity must reflective on the experience.

8. Learning activities & assignments

A. Community health nursing competency evaluation—final clinical performance evaluation 40%
B. Family-focused care assessment, diagnosis, plans, and documentation—ongoing written activities 10%
C. Population-focused care project and report—ongoing written activities 30%
D. Conference participation, personal learning objectives, weekly folders—ongoing 14%
   1. Personal behavioral learning objectives—rough draft week 2, final draft week 3
   2. Weekly folders—utilizing clinical activity calendar format and critical reflection questions
   3. Clinical conferences/discussions—occur weekly as part of the clinical day
E. Agency appraisal and health insurance analysis (assigned in 409)—written assessment/evaluation of an agency and client health insurance coverage utilizing report format 2%
F. 2 Health policy skill and activity reports (assigned in 409)—written report submitted the week of each policy experience per policy report guidelines 4%

Evaluation/Grading Scale

Each student will participate in midterm and endterm personal evaluation and have a formal mid and end semester conference with their faculty. Progress toward goals will be examined at mid-semester, identifying strengths and weaknesses in performance, and adjustments made as indicated. The final clinical evaluation and conference will focus on performance over the semester in achieving course objectives. Evaluation guidelines and forms will be posted on ANGEL in the course documents folder. They include the 410 Midterm and Endterm Evaluation Guidelines, Community Health Nursing Competencies Evaluation Form, and Final Clinical Evaluation Form.

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.

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>100-94%</td>
<td>4.0</td>
<td>4</td>
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<tr>
<td>93-89%</td>
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<tr>
<td>84-88%</td>
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<tr>
<td>83-79%</td>
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<tr>
<td>75-78%</td>
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<td>74-70%</td>
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<td>≤64%</td>
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A comprehensive clinical grade will be determined based on all clinical performance and assignments. Grades will be assigned by the faculty according to the percentage distribution noted in #8 above.
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. Disability. Any student who has special needs should contact a course chairperson prior to or during the first week of class to discuss his/her needs.

B. Attendance.
   1. Bad Weather Procedures. Clinical instructors will provide students with information the first day of clinical regarding procedures for the event of severe dangerous weather.
   2. Any student who is not prepared to provide safe nursing care at a given clinical experience for any reason (including previous absence from clinical experiences, insufficient preparation for client encounters, and incomplete documentation of immunization and CPR status) may be sent home from that clinical experience.
   3. Attendance at all planned clinical experiences is required. A student who cannot attend a planned clinical experience must notify their clinical faculty prior to the start of the clinical day using their pre-determined defined call-in protocol. 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.
   4. Any unexcused absence may be cause for student withdrawal from the course. Absences are excused at the discretion of the 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. Items for faculty mailboxes are to be dropped off at Student Affairs, 1st floor Life Sciences. Clinical faculty will provide contact information during the first clinical week. The course chair contact information is on the first page of the syllabus.

D. Student Progress. 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 clinical 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 set up a meeting with the course chair. Dr. Renee Canady, College of Nursing Student Affairs, is also available for guidance. A joint meeting between the student, faculty, and a Student Affairs representative will be called if required.

Students who have less than a 2.0 at mid semester will be identified and both the student and the Office of Student Affairs will be notified. Refer to the College of Nursing Undergraduate Student Handbook for specific policies regarding monitoring of student progress and resources for academic assistance.

E. Student Course Representatives
   Four student representatives, one from each 410/412 clinical section, will be selected by students enrolled in NUR 409/410/412. Student representatives and course faculty will meet a minimum of twice during the semester as determined by faculty and students.
The student representatives will serve as a channel of communication between the students and faculty by sharing with faculty *aggregate student viewpoints* and by sharing with students the outcomes of discussions between course faculty and student representatives.

A maximum of five minutes of 409 class time will be available for the sharing of information by student representatives.

Student course representatives should direct any students who might have individual level concerns to contact the course faculty/ chairperson(s) to arrange a one-to-one meeting.

*Examples of individual level issues include questions about individual exam performance, strategies for studying or academic workload management, and requests for accommodations for course examinations or other assignments.*