GRAYSON COLLEGE
RN TO BSN
NURSING PROGRAM

COMMUNITY AND PUBLIC HEALTH CLINICAL

NURS 4160

Spring2021

GRAYSON COLLEGE
Course Syllabus

Course Information: *NURS 4160, Community and Public Health Clinical,* **Spring 2021**

Professor Contact Information

Name: Allison Collins EdD, RN, CNE
Location: Health Science Building, Office 110
Office hours: online and by appointment (see Canvas)
Cell: 580-775-7170
Email: collinsa@grayson.edu

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Must have a current, unencumbered RN nursing license in your state of residence.

Course Placement: Any time during the RN to BSN Program. Acceptance into the RN to BSN Program required. This course is a co-requisite to NURS 4355 Community and Public Health

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Course Description: This course provides a health-related work-based learning experience within the community setting.

End of Program Student Learning Outcomes

1.0   Member of the Profession:

1.1   Demonstrate responsibility and accountability in the quality of care for patients, families, populations and communities.

1.2   Promote the profession of nursing through advocacy and leadership activities.

2.0   Provider of Patient-Centered Care

2.1   Incorporate theoretical knowledge and evidence-based research findings in the coordination of care for patients, families, populations, and communities.

2.2   Synthesize knowledge from comprehensive health assessment data and evidence-based research to provide care for culturally, ethnically, and socially diverse patients, families, populations, and communities

2.3   Develop, implement, and evaluate teaching plans for patients, families, populations, and communities to address health maintenance, health promotion, and risk reduction

2.4   Utilize clinical reasoning, knowledge, evidence-based practice, theoretical foundations, and research findings as basis for decision-making and comprehensive patient care

3.0   Patient Safety Advocate

3.1   Develop goals and outcomes utilizing theoretical knowledge and analysis, research, and evidence-based data to reduce patient and community risks

3.2   Develop and implement measure to promote a quality and safe environment for patients, self, families, communities, and populations

4.0   Member of the Healthcare Team

4.1   Utilize leadership and management principles to assign and/or delegate nursing care to other members of the healthcare team in relationship to patient and organizational need

4.2   Integrate referral needs, cost considerations, confidentiality, efficiency of care, and continuum of care as it relates to patients, families, communities, populations, and the healthcare organization

Course Outcomes

Upon successful completion of the course, students will have demonstrated the ability to:

1. Synthesize knowledge gained from pre-requisite and co-requisite courses included in the program of study.
2. Assume the roles of the baccalaureate nurse in the community health setting.
3. Apply epidemiologic, research, and community data findings as a basis for decision making in the community setting.
4. Develop a health-teaching plan to address health maintenance or restoration and risk reduction in a selected community.

Required Textbooks and Materials
Books can be purchased in print or electronic form

ISBN	Author	Title
9781455707621	Maurer, F. & Smith, C.	Community/Public Health Nursing Practice, 5th ed.

Course & Instructor Policies

Attendance

The RN to BSN program adheres to the Grayson College Student Handbook attendance policy. Should absences occur which do not allow for full evaluation of student performance (quality

and consistency) faculty will be unable to assign a passing grade. In addition, the following policies are specific to the theory course.

1. Regular attendance is expected for all classes.
2. Attendance is verified within Canvas for all courses.
3. Students **must** notify the faculty in case of an absence during test times at least one hour prior to the scheduled test time.

Methods of Instruction (online)
- Written assignments
- Discussion board
- Assigned textbook readings
- Website readings
- Self-reflection/Peer review
- Students are expected to be "active learners." It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) in discovering, processing, and applying the course information using peer-reviewed journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

EVALUATION AND GRADES
Graded activities and percent of the overall course grade:

Graded Activity	Percent of Course Grade
Windshield Survey	25%
Project Discussion	10%
Project Plan Assignment	15%
Practicum Project Presentation	40%
Peer Review of Practicum Projects	10%
Total	**100%**

Course Grading Policy

The grading policy for the RN to BSN program follows that of the college for the letter grading system and grade point determination. This policy is found in the Grayson College Catalog. RN to BSN course grades are assigned as follows:

Letter Grade	Interpretation	Numerical Grade	Grade Points/Semester Hour
A	Excellent	89.50-100	4

B	Good	79.50-89.49	3
C	Satisfactory	74.50-79.49	2
D	Failing	64.50-74.49	1
F	Failing	64.49 and below	0

According to college policy a letter grade of "D" is considered unsatisfactory in a student's major field of study and generally does not transfer. Therefore, a grade of "C" or better is necessary in all RN to BSN courses for satisfactory completion of each level and progression to the next nursing course.

ASSIGNMENT DESCRIPTIONS
*Please note: Rubrics for all assessments are located at the end of this syllabus.

1. EVIDENCE-BASED COMMUNITY HEALTH NURSING PRACTICUM PROJECT:
In this practicum, the student will identify a community health project focusing on a plan to improve or maintain the health of a targeted population. The project will involve identifying the problem and population, analyzing data, formulation a community health diagnosis, plans for implementation (including barriers and social and cultural considerations), and evaluating the project.

Your practicum project for this course will be to conduct a combined windshield survey and community health assessment. Please note that no interventions will be implemented. At the conclusion of your project you will develop a 15 minute or less powerpoint presentation using video technology, giving details about your community assessment. Your project will be reviewed by your class peers. Each week of this course you will be required to work on your community practicum and turn in an activity log at the end of the semester. The activity log is mandatory to account for your practicum hours. Failure to submit the Practicum Activity Log will result in failure of the practicum project.

Students will use the five-step community health nursing process (Maurer & Smith) with communities to develop a plan to improve or maintain the health of a small population. The steps are outlined below:
- 1) Assessment: Assess a targeted population in your community to see what needs exist (Maurer & Smith Ch. 15). This is done by researching health data for your population and completing a windshield survey. You may interview a community member from this aggregate population. The windshield survey requires submitting an assignment within Canvas. Make sure you select and define your community by noting the history of your community. How did your community come to be? When did your community become a community? What makes your community thrive today? Describe the physical environment of your community. Capture a picture of your selected community. What are the vital statistics of your community? Think about socioeconomic statistics. What are the leading causes of death? What illness or diseases are present in your community? Do citizens in your community have easy access to primary care? What are the most prevalent health problems in your community?
- 2) Community Nursing Problem: Formulate a community health nursing diagnosis related to this health need, based on this data, survey results, and community input (Maurer & Smith Ch. 16). After conducting your windshield survey and your community assessment, what are the strengths and needs of your community?

- 3) <u>Plan</u> the community intervention (Maurer & Smith Ch. 16). This includes analyzing data collected and reviewing evidence-based interventions. Your intervention must be based on data showing the intervention has been done in the past *somewhere* and was effective. Planning will also include reflecting on barriers and social and cultural considerations. Ask yourself if this will have a positive health impact in the designated population? How do you know? Are the goals realistic? Would any funded money be well spent?
- 4) <u>Implementation</u> (Maurer & Smith Ch. 16). Create an educational presentation describing how you would implement the program. You do not need to actually do this because you do not have the time. You will present your plan within the course. Imagine you are presenting to stakeholders to see if your plan would receive funding for implementation.
- 5) <u>Evaluation</u>: How would you evaluate your intervention (Maurer & Smith Ch. 17)? Would you do summative or formative evaluation?

Develop a 10-15 slide power point outlining what you did using the <u>five-step community health nursing process</u> with communities (Maurer & Smith). Dedicate at least one slide to each step of the community health nursing process. Be sure to identify your target population. Other slides can include vital statistics, details of your community, and strengths and needs of your community. Use APA reference format. Include a title slide and a reference slide. You may use pictures as long as you get permission to use if a community member is present. Students will need to use relevant and appropriate sources to gather information such as health departments, CDC, HealthPeople2020, etc. This presentation needs 3 references, including one journal article. **USE THE GRADING RUBRIC AND THESE PROJECT GUIDELINES TO ASSURE YOU COMPLETE ALL PARTS OF THIS ASSIGNMENT. MAINTAIN YOUR PRACTICUM ACTIVITY LOG EACH WEEK AND SUBMIT AT END OF PROJECT.** Students will reflect with a group of peers to summarize their experience and give peer reviews in small groups.

Examples for project: Health screening, health education, getting a sidewalk or gym or rec. center built, provide car seats for children in poverty areas, design an after-school-program for at risk students, provide training to inmates or correctional facility staff on infection control, organize a home visitation for at risk teen moms, teaching nutritional cooking to moms receiving WIC, intervene in a communicable disease outbreak situation, develop a disaster plan, STD/HIV reduction rate program in a specific population, increase immunization rates in school-age children, Safety (texting while driving)(car seats)(firearm)(summer), depression screening of college students, assessing client satisfaction with public health services, obesity prevention, nutrition programs, physical fitness programs, marketing prenatal care, CHIP (community health improvement plan), teaching parents alternative discipline methods, tobacco cessation, etc.

Thinking outside the Box: Remember this is about primary, secondary, and tertiary prevention. Also, realize that many services and community resources impact health that you may not consider health. Writing a grant to fund a homeless shelter is a health project, a campaign in your community to take smoking out of restaurants is a health project, teaching healthy relationship skills is a health project, building an after school teen center is a health project, becoming politically involved to support legislation and funding for early childhood education is a health project, meeting with your local library and volunteers to design a literacy program is a health project, working with rehabilitation centers to obtain more funding or outreach services is a

health project. All of these impact health either directly or impact the social problems that cause negative health outcomes or "bad" health.

STUDENT RESPONSIBILITY & ATTENDANCE
Attendance online and is class is strongly encouraged. I will monitor your online engagement each week and submit attendance, so please log in every 2-3 days and check announcements or any changes in the course. You will miss a deeper understanding of the materials if you are not participating. There are readings that you will have to complete to be able to adequately participate in assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. homework, discussion board, course project, self–reflections, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions that reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this practicum course has 48 hours of health-related work-based learning experience within the community setting required for the course.

COMMUNICATION
Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages will be returned in 48 hours.

Written communication via Canvas: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2019) 7th edition guidelines for referencing.

Written communication via email: All private communication will be done exclusively through your Viking email address. Check frequently for announcements and policy changes.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, online platform, etc.

Use Good "Netiquette":
• Check the discussion frequently and respond appropriately and on subject.
• Focus on one subject per message and use pertinent subject titles.
• Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
• Be professional and careful with your interaction. Proper address for faculty is by formal title such as Dr. or Ms. /Mr. Jones unless invited by faculty to use a less formal approach.
• Cite all quotes, references, and sources.
• When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
• It is extremely rude to forward someone else's messages without their permission.
• It is fine to use humor but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom)

ASSIGNMENT SUBMISSION AND FEEDBACK
In this class, all assignments need to be submitted through the Assignments link in the Canvas course site. This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at collinsa@grayson.edu and attach a copy of what you are trying to submit. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Canvas. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work and <u>save your work frequently</u>!

I will make every effort to provide feedback and grade submissions within one week of the due date. If your assignment is submitted late, the feedback timeframe does not apply. I will get to it as soon as possible, but it may take longer than one week.

LATE WORK OR MISSED ASSESSMENTS POLICY
The course is set up on weekly modules. Assignment due dates are shown on the calendar/schedule or posted within Canvas. **Five percentage points per day will be deducted for assignments submitted late. Late assignments will not be accepted after five days.**

SAVING WORK FOR YOUR PORTFOLIO
At the end of the program, you will be required to submit certain assignments from each course to demonstrate that you have met the objectives of the program. Save all assignments so that it will be possible to compile this REQUIRED portfolio.

Student Conduct & Discipline

  Refer to the RN to BSN Student Handbook for policies

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the college's policy on plagiarism (see GC Student Handbook for details). Grayson College subscribes to turnitin.com, which allows faculty to search the web and identify plagiarized material.

Plagiarism is a form of scholastic dishonesty involving the theft of or fraudulent representation of someone else's ideas or words as the student's original work. Plagiarism can be intentional/deliberate or unintentional/accidental. Unintentional/Accidental plagiarism may

include minor instances where an attempt to acknowledge the source exists but is incorrect or insufficient. Deliberate/Intentional plagiarism violates a student's academic integrity and exists in the following forms:

- Turning in someone else's work as the student's own (such as buying a paper and submitting it, exchanging papers or collaborating on a paper with someone else without permission, or paying someone else to write or translate a paper)
- Recycling in whole or in part previously submitted or published work or concurrently submitting the same written work where the expectation for current original work exists, including agreeing to write or sell one's own work to someone else
- Quoting or copy/pasting phrases of three words or more from someone else without citation, • Paraphrasing ideas without citation or paraphrasing incompletely, with or without correct citation, where the material too closely matches the wording or structure of the original
- Submitting an assignment with a majority of quoted or paraphrased material from other sources
- Copying images or media and inserting them into a presentation or video without citation,
- Using copyrighted soundtracks or video and inserting them into a presentation or video without citation
- Giving incorrect or nonexistent source information or inventing source information
- Performing a copyrighted piece of music in a public setting without permission
- Composing music based heavily on someone else's musical composition.

TITLE IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Molly M. Harris, Title IX Coordinator (903)463-8714
- Ms. Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646
- Mr. Mike McBrayer, Title IX Deputy Coordinator - Main Campus (903) 463-8753
- Website: http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html
- GC Police Department: (903) 463-8777- Main Campus) (903-415-2501 - South Campus)
- GC Counseling Center: (903) 463-8730
- For Any On-campus Emergencies: 911

**Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

**These descriptions and timelines are subject to change at the discretion of the Professor.

** Grayson College campus-wide student policies may be found at the following URL on the College website: https://www.grayson.edu/currentstudents/Academic%20Resources/index.html

RN to BSN Nursing
NURS 4160
Course Overview

Semester Dates	Individual Learning Activities *Readings are from Community and Public Health course	Assessment	Due Date	Percent of Grade
Week 1	**Welcome & Introduction to Community and Public Health Clinical: Practicum Project Orientation** Read/Review: Syllabus and Course Schedule, *Read Maurer & Smith Chapters 1, 2	**Make sure and view the virtual orientation online! It will tell you all about the course, practicum, assignments, etc.** Canvas Discussion Introductions	Due Date	**Required but not graded**
Week 2	Read/Review: Maurer & Smith 15, 16, 17 and course content/lecture posted in Canvas Community and Public Health course Practicum Project Assessment and Windshield Survey due	Windshield Survey	1-15-21	**25%**
Week 3	Read/Review: Maurer & Smith Chapter 7, 8, 9 course content/lecture posted in Canvas Community and Public Health course Practicum Project Discussion	Project Plan Discussion Board	1-24-21	**10%**
Week 4	Read/Review: Maurer & Smith Chapter 10, 12, 14 course content/lecture posted in Canvas Community and Public Health course Submit Project Plan	Project Plan Assignment	1-31-21	**15%**
Week 5	Read/Review: Maurer & Smith Chapter 3, 4, 5 course content/lecture posted in Canvas Community and Public Health course Work on Practicum Project		2-7-21	
Week 6	**<u>Practicum Project Presentation due</u>** Read/Review: Maurer & Smith Chapter 18, 19 and view course content/lecture in Community and Public Health course	Submit Project Presentation via assignment link AND into small group discussion board for peer review		**45%**
Week 7	Read/Review: Maurer & Smith Chapter 21, 22 course content/lecture in Community and Public Health course Practicum Project Discussion/Peer review	Peer review small group discussions	2-21-21	**5%**
Week 8	Course content review activities	Submit Practicum Activity Log	2-28-21	**Required but not graded**

NRSG 4160 Community and Public Health Clinical
Windshield Survey Grading Rubric

Criteria	Exemplary	Satisfactory	Undeveloped
Thorough participation 90%	All 18 questions were completed with a paragraph of community assessment information. Data collected was a thorough community and public health nursing assessment. 90 points	10-17 questions were completed with a paragraph of community assessment information. Data collected had missing components but for the most part was thorough. 60-89 points	0-9 questions were completed with a paragraph of community assessment information. Minimal data collected and the survey was not a thorough community and public health nursing assessment. 0-59 points
Grammar 10%	No spelling or grammar errors. 10 points	1-2 spelling or grammar errors. 5 points	3 or more spelling or grammar errors. 0 points

NRSG 4160 Community and Public Health Clinical
Project Plan Grading Rubric

Criteria	Exemplary	Satisfactory	Undeveloped
Thorough participation 90%	All project plan questions were focused and on topic. Responses indicated depth and complexity of thought in answering the questions. 90 points	Some project plan questions were focused and on topic. Responses could have indicated more depth and complexity of thought in answering the questions. 60-89 points	The project plan questions were not focused and on topic. Responses lacked depth and complexity of thought in answering the questions. 0-59 points
Grammar 10%	No spelling or grammar errors. 10 points	1-2 spelling or grammar errors. 5 points	3 or more spelling or grammar errors. 0 points

NRSG 4160 Community and Public Health Clinical
Group Discussion Grading Rubric

Criteria	Exemplary	Satisfactory	Undeveloped
On Topic **30%**	Perspective on the problem/question is clearly identified in an introductory sentence. All comments are directly related and on topic. Response to peers is in depth and provides new information to continue discussion (30)	Perspective on the problem/question is stated somewhere in the post. Most comments are related to the problem/question that is posed. Failure to provide in-depth response to peers. Response to peers did not continue further discussion with new information (20)	Post does not address the problem/question that is posed. (10)
Participation **30%**	Initial post by Thursday and at least 2 additional responses/comments are submitted by Sunday (30)	Initial post by Thursday OR responses/comments submitted by Sunday (15)	No discussion post or responses/comments posted by the student. (0)
Evidence of references **30%**	Post reflects a good understanding of the ideas presented and references (**at least two**) are from a textbook or peer-reviewed journals. (30)	Post reflects some ideas from the readings. Author is unable to articulate thoughts and ideas. Less than 2 references used or not from assigned readings or peer-reviewed journals. (20)	Post does not reflect or reference ideas from class materials. (10)
Grammar & APA **10%**	No spelling, grammar, APA errors. (10)	Few spelling, grammar, APA errors. (7.5)	Multiple spelling grammar, APA errors. (0)

Community and Public Health Practicum Presentation Grading Rubric

Criteria for PowerPoint	Possible Points	Points Earned	Comments
Title page: Make sure you state your professional title.	5		
Descriptive introduction: Introduce your community and identify target population.	5		
Step 1-Assessment: ● Assess a population to see what needs exist. Analyze data for their impact on your **target population.** ● These slides should include the findings of your windshield survey, data such as vital statistics, and health problems in your community. If you completed a community member interview- discuss it here.	15		
Step 2-Diagnosis: ● Formulate a community health nursing problem based on your data thereby applying community health nursing concepts as they apply to the community as a client. Include a slide highlighting the strengths and needs of your community. The community problem should be clearly stated.	10		
Step 3- Planning: ● This slide(s) gives a simple overview in bullet points _how_ you plan to implement your community health prevention or intervention strategy to improve health to the target population based on data. ● Include professional relevant interview if applicable. ● Who do you see funding a program like this? ● Include EVIDENCE-BASED JOURNAL ARTICLE USED	15		

Step 4- Implementation: ● You will not actually implement this program. On this slide, describe briefly with bullet points how you envision this prevention program implemented. ● Identify barriers, resources, social and cultural considerations.	15		
Step 5: Evaluation: ● Although you cannot actually evaluate your program because of time and resource constraints, DEMONSTRATE what method you would use to evaluate the program – summative or formative evaluation? Reasoning.	10		
Power Point Format: ● Power Point includes between 10-15 slides, including title slide, and reference slide. ● Correct grammar, punctuation and spelling used. ● **EVIDENCE BASED JOURNAL ARTICLE LISTED USING IN-TEXT APA CITATIONS. ALL REFERENCES LISTED IN APA FORMAT ON REFERENCE SLIDE.** ● Required 3 references used, including one journal article. Other references can be textbook or online credible resources.	15		
Presentation format Presentation is less than 15 minutes. Presentation has appeal to audience. Presenter is professional **and uses audio and visual components.**	10		
	<u>**100 points possible**</u>	<u>**Points earned:**</u>	**See comments above**