

**University of Massachusetts Dartmouth
College of Nursing
RN-BS Degree Track
Fall 2017**

Course Number: NUR 331
Course Title: Experiential Learning: Community Health Nursing
Credits: 3 credits
Prerequisites: RN status only
Co-Requisites: NUR 330 Community Health Nursing
Requisites: CORI on file at U Mass Dartmouth CON

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PLEASE NOTE: ALL required forms (see below) and copy of **ID** and **nursing license** (front and back) must be submitted to the College of Nursing **before 9/1/17**. Signed and completed forms can be emailed to alynch4@umassd.edu or faxed to 508-999-9127.

Course-related questions should be posted in the Course Q&A Discussion on the course site as this allows everyone in the class to benefit from your question. You can expect a reply from the instructor via the discussion board within approximately 48 hours during the work week.

Personal concerns that you would like to keep private, please email me or call me. I check my email daily Monday through Friday. You can expect a reply from the instructor via email within approximately 24 hours Monday through Friday. You *may* get an email reply during the weekend, but that would be an exception not the rule.

The instructor will schedule a video conference or phone call with students at least one time, usually at mid-semester, to ensure that progress is being made in the clinical agency. Expect your clinical instructor to contact your preceptor as well.

Add/Drop Deadline: The last day to add or drop courses is September 12, 2017.

Withdrawal date: The last day to withdraw from courses is November 16, 2017.

Course Description:

This experiential learning course prepares nursing students to promote health and provide care for individuals, families, and aggregates in the community. The discipline specific principles of epidemiology, demography, environmental science, community organization, and health care political, economic, and legal influences are integrated with nursing concepts to provide the basis for community nursing practice. Community and aggregate strengths and risks are identified using the nursing process. Students will develop and implement health promotion strategies designed to improve health, reduce identifiable health risks and shape health policy for individuals, and aggregates of interest consistent with *ANA Scope and Standards of Public Health Nursing Practice* (2013) and the *Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008).

Course Learning Outcomes:

At the end of this course, the student:

1. Demonstrates professional responsibility, accountability, clinical competence, and ethical decision making as the basis for delivering health care.
2. Demonstrates professional and inter-professional communication skills and cultural sensitivity in planning care for and engaging with culturally diverse individuals, families, and aggregates in the community.
3. Uses research to support the planning, implementation, and evaluation of nursing interventions for individuals, families, and aggregates in the community, including epidemiological data where applicable.
4. Compares agency health policies to state, national, international, and discipline specific standards of care.
5. Implements health promotion and education strategies, including the use of information technology, when planning and evaluating the care of individuals, families, and aggregates in the community.
6. Evaluates the formative and summative outcomes of nursing interventions implemented at the individual, family, and/or aggregate levels of care.

University Studies Outcomes:

This course satisfies the *University Studies Learning Outcomes Area 5B - Learning through Engagement*. Through engagement, you will deepen your understanding and appreciation of your academic studies, while reflecting on the connections between your learning and the broader communities of which you are a part – whether professional, scholarly, social, cultural, economic or political.

At the end of this course, the learner will:

1. Identify the needs and resources of the communities to which they belong.
2. Apply knowledge and skills gained through academic study to real problems and/or opportunities within their communities.
3. Describe the connections between learning on campus and the issues and needs of broader academic, professional or civic communities.
4. Articulate the value of engagement to other members of their communities.

Where is Clinical?

Communities and community health agencies will jointly be selected by student and approved by faculty for clinical learning experiences. Students will identify community health agencies in their area focused on community/public health and working with specific populations or aggregates (children, homeless, victims of violence, older adults, special needs groups, people living with medical illness, i.e. diabetes or cardiovascular disease, etc.).

The student will contact potential preceptors to discuss clinical placement. Faculty instructors have final approval of placement. The student will provide the preceptors with the course syllabus, clinical guidelines and essential information, faculty contact information, student goals sheet (all of this information is available in this syllabus).

When selecting the clinical agency consider the following required student actions, to be successful in this course, you will need to be able to complete these tasks, so share this list with potential preceptors:

- Compile an overview of a selected population through completion of a comprehensive health assessment.
- Collect and analyze data regarding a selected population group.

- Identify implications of specific demographic and biostatistical data for the health of the selected population group.
- Formulate and prioritize nursing diagnosis for a selected population group in planning an appropriate health promotion intervention.
- Carry out selected health promotion intervention to meet the identified health need.
- Evaluate the outcomes of health promotion intervention

Ideas for Clinical Agencies

- | | |
|-------------------------------|-------------------------------------|
| Public Health Departments | Town Board of Health Nursing Office |
| School Nursing | Environmental Health Facility |
| Addiction Recovery Services | Medical Reserve Corps |
| Homeless Shelters | Asthma Treatment Program |
| Local Elder Services | Early Intervention |
| Elder Day Care | Child Daycare |
| Boy and Girls Club | Diabetes Association |
| Women’s Shelters | Water Management |
| Veteran’s Transition Services | Tobacco Control |

Methods of Evaluation:

The student’s course grade will be based on the following major components that are outlined in detail on the MyCourses NUR 331 site in the content folder *Assignments, Policies, and Grading Criteria*:

Assessment	Details	Weight of Clinical Grade	Due Date
Clinical performance as evidenced by score on Clinical Evaluation Tool (available on myCourses) which is completed by the course faculty using the following information:	<ul style="list-style-type: none"> • Input from the preceptor about the student’s performance • Student participation in asynchronous post-clinical conference discussion • Five student journals (guidelines for completing the clinical journal are posted on MyCourses) • Student Clinical Log <ul style="list-style-type: none"> – Documentation of clinical hours accrued & evidence of how course outcomes and competencies are met. 	50%	Signed and returned by the student by due date (final grade will not be posted until signed evaluation is returned to clinical instructor)
Assignments	4 Worksheets (4 x 1%), 1 Discussion Board (6%)	10%	Learning Module 1, 2, 3
Health Policy Assignment	See grading criteria on MyCourses	7.5%	Learning Module 4
Community Health Promotion Program Power Point Presentation	See grading criteria on MyCourses	25%	Learning Module 4
Final Exam: Disaster Certificate	See Final Exam Learning Module on MyCourses	7.5%	Final Exam Module

Responsibilities of the Student:

1. Satisfactorily meet all clinical objectives and demonstrate expected professional behaviors.

2. Complete all written assignments on time and in appropriate APA format and criteria with a passing grade (see assignment guidelines).
3. Demonstrate commitment to the exploration of ideas and issues related to course content.
4. Be self-directed and communicate learning needs early and often.
5. Take accountability for reviewing course content and discussions on a regular basis, weekly or more often, throughout the semester.
6. Take responsibility to contact faculty when experiencing issues/concerns or difficulty related to course content and assignments.
7. Treat peers and faculty with respect to promote a positive academic atmosphere, to communicate professionally and respectfully, and to use proper on-line etiquette when posting discussions.
8. Communicate with faculty if you are falling behind, struggling with course related material, having difficulty with your preceptor, or will not be able to meet a deadline. Faculty cannot help you if we do not know that there is a problem.
9. Any form of violation of University policy will result in disciplinary action by the faculty and/or designated University official. Please be familiar with all University policies. They are available on the University website.

Voice Thread:

This course will integrate the use of VoiceThread for various assignments, discussions and announcements. **VoiceThread is a cloud application**, so there is no software to install. The only system requirement is an up-to-date version of Adobe Flash. VoiceThread will work in any modern web browser and on almost any internet connection. Upload, share and discuss documents, presentations, images, audio files and videos. Over 50 different types of media can be used in a VoiceThread. Comment on VoiceThread slides using one of five powerful commenting options: microphone, webcam, text, phone, and audio-file upload. Keep a VoiceThread private, share it with specific people, or open it up to the entire world. Learn more about sharing VoiceThreads. VoiceThread is available for download on any iOS or Android device.

Time commitment:

Community nursing clinical differs from traditional acute care clinical in that “clinical” is more than just direct patient care of individuals. It is focused on health of the community or population. Community nursing includes data collection, surveillance, engagement, review of scientific literature, planning for the direct care situations and evaluation of nursing interventions. The U Mass Dartmouth CON believes that the student-community partnership provides a rich learning environment. We are not dictating how many clinical hours need to be conducted; **HOWEVER**, we trust that as professionals, you will engage in the community to learn about the specific assets and needs, and you will develop and deliver a high quality health promotion project. Review the clinical hours log for further details on expectations of clinical hours.

Incomplete requests:

Note that this course is a clinical course. The faculty is bound by an instructor/student ratio determined by the Massachusetts State Board of Registration in Nursing. Therefore, a grade of Incomplete will not be awarded.

Late Assignments:

All assignments are to be submitted through the assignment drop box or discussion board. The CON understands that life happens, but the student has the responsibility to request permission for a late submission **PRIOR** to the deadline. Requests for extensions must be made via email at least 24 hours prior to the assignment due date deadline. The instructor is readily available to receive a quick email,

in the event of an emergency and a deadline cannot be met. However, the student is not guaranteed an approved extension and may have points deducted. Late assignments, without prior approval of the instructor, will receive a zero.

Students with Disabilities:

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact with the instructor at the beginning of the semester and provide the appropriate paperwork from the *Center for Access and Success*. The necessary paperwork is obtained when you bring proper documentation to the Center, which is located in Liberal Arts, Room 016; phone: 508-999-8711. Any student with a disability must contact faculty at the *beginning of the semester* if arrangements based on needs are desired.

Academic Integrity, Dishonesty and Ethical Standards:

The various ways in which academic integrity can be violated and resolved are found on the University website:

<http://www.umassd.edu/studentaffairs/studenthandbook/academicregulationsandprocedures/>

Academic dishonesty is defined as attempting to obtain academic credit for work that is not one's own. Examples include: 1) copying another student's answers on an examination; 2) obtaining or attempting to obtain, the answers to an examination in advance; 3) submitting a paper that was written by someone else; 4) submitting a paper that includes phrases, sentences, or paragraphs that were copied verbatim, or almost verbatim, from a work written by someone else, without making this clear without indicating that these words were someone else's through the use of quotation marks or other appropriate citation methods; 5) collaborating on a homework assignment when this has been expressly forbidden by the professor; 6) using unauthorized materials in completing assignments or examinations; and 7) submitting the same paper for more than one class without the express permission of instructors involved. This list of examples should not be considered exhaustive. For all forms of dishonesty, students who knowingly allow other students to use their work are themselves considered to be academically dishonest. Examples include allowing other students to copy your exam answers or giving your paper or parts of a paper to another student to submit for credit. This definition of academic dishonesty includes other forms beside paper, for example, computer files, and poster presentation.

Two components of the Academic Integrity Policy are included in this syllabus. There are additional ones that the student is responsible for reading and understanding. However, these two sections significantly pertain to the student taking online courses:

C. Academic Dishonesty

Students who knowingly or negligently allow their work to be used by other students or who otherwise aid others in academic dishonesty are violating academic integrity. Such students are as guilty of intellectual dishonesty as the student who receives the material even though they may not themselves benefit academically from that dishonesty.

D. Plagiarism

Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgment is required when material from another source stored in print, electronic or other medium is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase

properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any questions about what constitutes plagiarism should be discussed with the faculty member.

This course uses the Safe Assign tool for assignment submissions to identify possible instances of plagiarism. Suspect assignments include those without references cited, with sections copied directly from sources without citing, or with writing styles not representative of college student work. Submitted assignments will be included in the UMass Dartmouth assignment database, which is used solely for detecting possible plagiarism during the grading process during current and future semesters. Students are advised to use one of the free plagiarism checker tools available on the internet or the SafeAssign assignment practice module on the UMD myCourses Support Hub for Students.

Title IX Statement

The purpose of a university is to disseminate information, as well as to explore a universe of ideas, to encourage diverse perspectives and robust expression, and to foster the development of critical and analytical thinking skills. In many classes, including this one, students and faculty examine and analyze challenging and controversial topics. If a topic covered in this class triggers post-traumatic stress or other emotional distress, please discuss the matter with the professor or seek out confidential resources available from the Counseling Center, <http://www.umassd.edu/counselling/>, 508-999-8648 or - 8650, or the Victim Advocate in the Center for Women, Gender and Sexuality, <http://www.umassd.edu/sexualviolence/>, 508-910-4584. In an emergency contact the Department of Public Safety at 508-999-9191 24 hrs./day. UMass Dartmouth, following national guidance from the Office of Civil Rights, requires that faculty follow UMass Dartmouth policy as a "mandated reporter" of any disclosure of sexual harassment, abuse, and/or violence shared with the faculty member in person and/or via email. These disclosures include but are not limited to reports of sexual assault, relational abuse, relational/domestic violence, and stalking. While faculty are often able to help students locate appropriate channels of assistance on campus, disclosure by the student to the faculty member requires that the faculty member inform the University's Title IX Coordinator in the Office of Diversity, Equity and Inclusion at 508-999-8008 to help ensure that the student's safety and welfare is being addressed, even if the student requests that the disclosure not be shared.

For confidential counseling support and assistance, please go to <http://www.umassd.edu/sexualviolence/>

**NUR 331 Experiential Learning: Community Health
Student Contact Information for Clinical Faculty**

Name:

RN License Number (including state where registered):

Best Phone Number to reach you:

I text using this number: yes___ no___

UMassD Email:

Mailing Address:

Place of Employment:

Usual hours of Work:

Tell me a little about yourself:

Emergency Contact Information (who should be called in the event of an emergency):

**NUR 331 Experiential Learning: Community Health
Individual Learning Goals and Objectives**

**This form should be completed after your interview with your agency preceptor.
Email this form to your course faculty for review and permission.**

Student Name:

Phone/e mail:

Agency where Clinical Hours will Be Completed:

The Student's Primary Learning Objectives

- 1.
- 2.
- 3.

The Student's Primary Responsibilities and Duties

- 1.
- 2.
- 3.

Anticipated Challenges in meeting these objectives and responsibilities

- 1.
- 2.
- 3.

I have read and agree to the agreement and the guidelines as outlined above.

Student Signature (Typed Name is Acceptable) Date

Faculty Signature (Typed Name is Acceptable) Date

COLLEGE OF NURSING

This form **MUST** be completed by the student and returned to the clinical faculty who will then work with the department secretary to generate an agency contract. Please note that this process takes time, sometimes up to a week to process and obtain the necessary signatures. The student will not be allowed to begin clinical hours at the agency until the agency contract is ***signed and returned*** to the College of Nursing and the student has received clearance from the **CLINICAL INSTRUCTOR**.

Clinical Faculty: _____

Student's Name: _____

Clinical agency: _____

Agency address: _____

Agency Phone: _____

Agency Fax: _____

Preceptor Name AND credentials: _____

Preceptor Email: _____

Preceptor Telephone: _____

Who will sign the contract for the agency? (check here if the preceptor will sign the contract ___)

Name: _____

Phone: _____

Email: _____

Fax: _____

COURSE ASSIGNMENT INFORMATION

Clinical Journals (Meets Course Outcomes 1-6)

Writing a clinical journal provides the student an opportunity (1) to link course content to clinical experiences, (2) to reflect on the happenings of clinical, and (3) demonstrate clinical activities that meet course outcomes and/or clinical competencies. The student will write a total of five clinical journals this semester.

- Clinical Journal 1 is Individual Clinical goals and objectives form found in this syllabus
- Clinical Journal 2, 3, and 4 are written journals that follow a template
- Clinical Journal 5 is a reflection on Clinical Journal 1. Did you meet the learning objectives? What was helpful in meeting the objectives? What challenges did you encounter that were expected and/or not expected? These are a few of the questions that can be written about.

Clinical Journal Template

There is no page minimum or maximum. Writing should be clear and succinct and take as many pages as it requires to outline your point(s) Please clearly divide each entry into the following categories:

1. Date and hours worked

Provide a brief summary of the contextual environment. The who? The what? The where? of the clinical experience.

2. Objective/Description of your experiences

What happened? Write a factual account of the behaviors you observed that does not include your opinion.

3. Interpretation/Explanation

Now try to understand the behaviors you described above in #2. Use principles and concepts from the course reading material and lectures in making your interpretations. The use of citations in this section demonstrates your ability to apply course concepts to clinical practice.

4. Personal Opinions/Feelings and Learning

Thoughts/opinions. Interpret what you saw and heard. What does it mean to you? Feelings. Use emotion words (i.e., happy, surprised, frustrated) to describe your feelings. What knowledge and/or skills did you acquire today? What did you learn about yourself? What did you learn about others around you?

5. Conclusion

Provide a concluding statement to the clinical journal. This could be your expectations for next time, identifying needs for immediate follow up, what would you do better next time?

Clinical Log Hours (Meets course outcomes 1-6)

This is a template of a clinical log; however, the student is welcome to develop a log on their own as long as it contains the same information. The key to the log is to demonstrate how you have completed your clinical hours and how you have achieved the stated course outcomes and the Public Health Core Competencies. At the undergraduate level, the majority of your work will be at Tier 1, with some work done at Tier 2 and very few competencies achieved from Tier 3. Please print out a copy of the competencies and as you meet a competency, highlight the box. By the end of the semester, you will have a very good sense of your competency as a public health nurse and a helpful tool when searching for employment in community/public health.

Be honest, as it does not do anybody any good to stretch an activity to make it fit an outcome or competency. The newest edition (June 2014) of the Public Health Core Competencies is available on the myCourses website and at

http://www.pfh.org/resourcestools/Documents/Core_Compentencies_for_Public_Health_Professionals_2014June.pdf

Example clinical log

Date/Total Time Spent	Running Total of Hours	Description of Clinical Activity	Course Outcome	PHN Competency Addressed in this Activity	Tasks Completed and Plans for Follow-Up
Wed Sept. 7, 2016 4 hours	4	Community health assessment (online data bases, conversation with stakeholders, and literature search)	2, 3	1B2-6, IB8-13	Need to compare community data to national data to identify gaps
Fri Sept. 9, 2016 3 hours	7	Met with community of interest to establish goals for the program plan	2, 5	2B2, 2B3	Draft objectives emailed to faculty for approval and then send to the community for approval

Clinical logs will be collected at mid-term and at the end of the semester. The ability of the student to clearly demonstrate a diverse clinical log will improve scores on the clinical evaluation tool. Providing specific examples and quotations from community members is helpful.

NUR 331 HEALTH CARE POLICY ASSIGNMENT
(This assignment meets course outcome 4)

Select a health related issue and investigate the policy(ies) at your clinical agency setting. Compare your agency to existing or proposed state and/or federal policies.

For example: Breastfeeding in the workplace, gender neutral bathrooms, smoking bans, no soda in vending machines, etc.

An exemplary completion of this assignment will include details of the health related issue, a thorough description of the agency policy and a comprehensive review of the proposed or enacted state/federal policies. Please provide the name of the state/federal policy and the website where your faculty and peers can locate the bill.

A major part of this assignment is to figure out how to locate local and national policy information by using the internet.

Criteria	Points Available
Identification of a health related issue and its significance to nursing	15
Detailed explanation of the clinical agency policy related to this issue	15
Identification of an existing or proposed state/federal policy also related to this issue	15
Detailed explanation of state/federal policy	15
Comparison of the agency policy to the state/federal policy	15
Recommendations for nursing practice or policy formation	15
Clarity and organization of writing using APA format	10

Health Promotion Project

(meets Course Outcomes: 1, 2, 3, 5, 6 & University Studies Outcomes 1, 2, 3, 4)

The student will submit the Health Promotion Assignment through VoiceThread. This is a three part assignment:

1. The student will create a VoiceThread titled “Student last name – Name of Health Promotion Project”
The student will **submit** a power point Voice Thread presentation using the criteria outlined below.
2. The final slide of the presentation will focus on the reflection on the experience. You could use an inspiration picture or quote for viewing while you address the criteria listed below.
3. The student will thoughtfully respond to at least one other peer presentation*

**this final step must be completed otherwise the student will lose ten points off the project final grade.*

Presentation Grading Criteria		
Criteria	Discussion	Points Available
Assessment	<ul style="list-style-type: none"> • Summary of the community assessment • Clustered data demonstrating a health concern • Linkage to the Healthy People 2020 initiative <p><i>*Remember, your peers did not read your paper and may not know anything about your target community</i></p>	10
Planning	<ul style="list-style-type: none"> • What is the demographic of the target population? • What social, physical, cultural, ethical, linguistic and geographical factors were considered in planning the intervention? • Describe the setting? • What data collection tools did you use? • List SMART goal(s). 	15
Implementation	<ul style="list-style-type: none"> • Describe the intervention in detail 	15
Evaluation	<ul style="list-style-type: none"> • Describe the evaluation plan • What metric(s) was used to provide evaluation data 	10
Outcome	<ul style="list-style-type: none"> • Did you meet the goals? <p><i>*You must go back to your SMART goal and determine whether you met it the goal or not. Completely met, partially met, not met. Include the data that brings you to this conclusion.</i></p>	10
Recommendations for Nursing Practice	<ul style="list-style-type: none"> • What would you do different next time? • How would you prevent encountered challenges and barriers? • How can nursing continue this work? 	10
Implications for Healthcare Policy	<ul style="list-style-type: none"> • Link the health promotion intervention to current health-related policy formation, ballot, or vote 	20
Flow and Creativity	<ul style="list-style-type: none"> • Consider how much text to put on a slide • Pictures on the slides (of the community, of you implementing your intervention, etc.) • Well scripted narration of power point 	10
Student Reflective Statement included in the final slide		
Reflection	What were your initial expectations of this clinical course? Have these expectations changed? How? Why?	90

	<p>What about your community involvement has been an eye-opening experience?</p> <p>How has your view of the population with whom you have been working changed?</p> <p>How does your understanding of the community change as a result of your participation in this health promotion project?</p> <p>How can you continue your involvement with this group or issue?</p> <p>How can you educate others or raise awareness about this group and their experienced health concerns?</p> <p>Discuss how you used the content from NUR 330 (the “classroom”) to provide a service in the target community.</p> <p>Your final sentence should be:</p> <p>Because of my clinical experience with this population, I am....</p>	
Peer Response	The student responds respectfully to at least one other peer’s presentation	10
	Total	100

This syllabus is a guide and every attempt is made to provide an accurate overview of the course. However, circumstances and events may make it necessary for faculty to modify the syllabus during the semester and may depend, in part, on the progress, needs, and experiences of the students. Changes will be made with advance notice to the students.