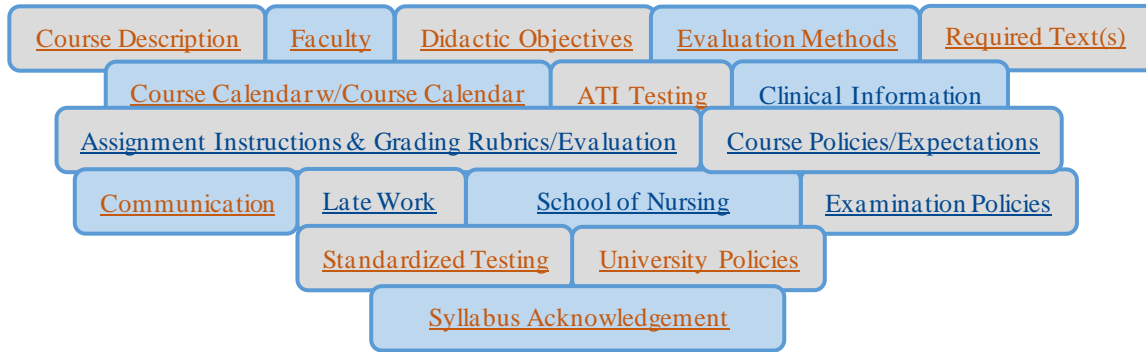


**SAM HOUSTON STATE UNIVERSITY**  
**College of Health Sciences**  
**School of Nursing**

**NURS4030: Community Nursing Fall 2022**



**Course Description:**

Students In this course will synthesize public health concepts within a preventive framework to promote and maintain the health of communities. The historical development and philosophy of public health will be examined, and the role of epidemiology in public health nursing will be discussed. Special focus areas include health promotion and health behaviors of individuals, families, and populations, disaster preparedness and response, cultural competence, and nursing care of communities/populations. Social determinants of health affecting individuals, families, and populations and specifically to vulnerable populations will be studied. The use of the nursing process as it applies to populations and an examination and implementation of health literacy concepts will be addressed. This course may offer an optional Academic Community Engagement, interprofessional and/or study abroad component(s). Study abroad is for an additional fee.

**Semester/Year:** Fall 2022

**Class meeting times:** Mondays 1500 - 1750 with changes as noted in course calendar on exam days.

**Class meeting place: (building and room number):** The Woodlands Center, Rm 110

**ACE:**

This is an ACE (Academic Community Engagement) course. The motto of Sam Houston State University (SHSU) is “A measure of a life is its service”. SHSU is striving to be a nationally recognized university in civic engagement in which its students give back to the community. In this Academic Community Engagement (ACE) course, you will collaborate with an organization (determined by the course instructors) as part of your clinical hours and explore the variety of ways to interact with the population as you apply your knowledge, skills, and that which is learned in the classroom. Students should see themselves as a positive force within the clinical setting and recognize how your actions affect the population you serve. More important, ACE is about fostering civic responsibility in hopes you will understand the value that civic engagement has on the community and you will continue with those activities after graduation.

| <b>Objective/s</b>   | <b>SHSU School of Nursing Program Student Learning Outcomes</b> | <b>Activities &amp; Assignments</b>   | <b>Measurement</b>   | <b>AACN: The Essentials for Baccalaureate Education for Professional Nursing Practice</b> | <b>Differentiated Essentials Competencies (DECs) of Graduates of Texas Nursing Programs</b> | <b>Quality and Safety Education for Nurses (QSEN)</b>   |
|--|---|---|--|---|---|---|
| Discuss the application of selected nursing theory and health behavior theory to nursing practice.   | 1,  | Classroom lecture, activities, & Discussion   | Class attendance & participation; Exam   | 1.2, 4.1, 7.1, 7.2  | II,   | Patient-centered care, evidence-based practice  |
| Implement the nursing process with specified populations to formulate and prioritize community health nursing diagnosis or concept to modify health behaviors or conditions. | 1, 2, 3, 4,   | Clinical placements, Classroom, Discussion, Reflective practice, Teaching project/community assessment Study Abroad Infographic | Class attendance & participation; Exam; case studies/1-minute papers               | 1.1, 1.3, 3.1, 3.2, 4.1, 4.2, 6.1, 8.2, 9.2, 9.4, 10.1                                    | IA, IIA-H, III  | Patient centered care: evidence-based practice; safety  |
| Apply the concepts of epidemiology and levels of prevention to analyze an identified health problem.   | 6, 7  | Clinical placements, Classroom, Discussion, Reflective practice, Study abroad, Infographic                                      | Class attendance & participation; Exam; solve the outbreak CDC epidemiology course | 1.1, 5.1, 5.2, 5.3, 8.2   | IIIB-F  | Patient centered care: Evidence based practice; safety  |
| Identify, describe, and discuss global health issues and the social determinants of health affecting vulnerable populations.   | 1, 2  | Classroom, Discussion, Disaster simulation, Study abroad, Infographic   | Class attendance & participation; Exam   | 3.3, 3.4, 3.5, 6.1, 6.2, 7.3  | IIA-H,  | Patient centered care: evidence-based practice; teamwork and collaboration; quality improvement |
| Describe and demonstrate the roles of the nurse during disasters,  | 1, 5, 3, 10   | Classroom, Simulation, Discussion, Reflective practice  | Class attendance & participation; Exam   | 1.1, 3.6, 5.2, 6.1, 6.2, 6.3, 6.4, 8.1, 9.5, 10.1, 10.2                                   | IA, IIA-H, IIIB, IVE-G  | Patient centered care; Teamwork and   |

|  |       |   |  |                                   |           |   |
|--|-------|---|--|-----------------------------------|-----------|---|
| disaster preparedness, and the competencies of interprofessional education.  |       |   |  |                                   |           | collaboration; safety                                     |
| Demonstrate collaboration and teamwork, interprofessional communication, respect for other disciplines, and understanding of roles and responsibilities when caring for clients. | 5, 10 | Classroom, Infographic Disaster simulation, Clinical placement, Discussion, Reflective practice, Teaching project, Study abroad | Class attendance & participation; Exam | 1.1, 6.1, 6.2, 6.3, 6.4, 9.3, 9.5 | IA, IVA-G | Patient centered care; teamwork and collaboration; safety |
| Participates in self-reflection to ensure care meets the needs of diverse population and demonstrates understanding and commitment to self-care.                                 | 1     | Health fair Peer Review Reflective practice Study Abroad  | Peer review                            | 9.1, 9.2, 9.6, 10.1, 10.2         |           |   |

**IDEA Objectives:** In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system).

1. Gain a basic understanding of the subject of community nursing (i.e., factual knowledge, methods, principles, generalizations, theories).
2. Develop knowledge and understanding of diverse perspectives, global awareness, and other cultures.

**Instructional Strategies:**

This class is face to face only. Teaching/learning strategies may include lecture, classroom discussion, Current Events Infographic presentations.

**Learning Activities for classroom or clinical:**

Classroom: Participation in class discussion, case studies; gaming, group work, and videos; quizzes and exams; and virtual learning modules as assigned for homework or classroom activities.

Clinical: Community assessment and implementation of a community health fair; Stop the Bleed Certification; simulation; Holocaust museum; and study abroad (for registered students).

**Evaluation Methods:**

|            |     |   |
|------------|-----|---|
| Quizzes    | 5%  | Quizzes = Lippincott modules; vision and hearing screening quiz |
| Exam 1     | 10% |   |
| Exam 2     | 10% |   |
| Exam 3     | 10% |   |
| Exam 4     | 10% |   |
| Final Exam | 10% |   |

|                           |     |
|---------------------------|-----|
| <u>Standardized tests</u> | 10% |
| Total Testing:            | 65% |

|                    |     |
|--------------------|-----|
| Infographic        | 10% |
| Health Fair        | 15% |
| <u>Reflections</u> | 10% |
| Total Assignment   | 35% |

### School of Nursing Grading Scale:

|   | Percentage     |             |
|---|----------------|-------------|
| A | 89.5-100       | Passing     |
| B | 79.5-89.4      |             |
| C | 74.5-79.4      |             |
| D | 69.5-74.4      | Not Passing |
| F | 69.4 and below |             |

### Calculation of Course Grade:

- In order to progress in nursing, students are expected to pass all nursing courses with at least a “C”.
- Didactic and clinical/laboratory components of nursing courses shall be taken concurrently.
- All clinical and classroom assignments must be satisfactorily completed in order to pass the course.
- **Exam 1, 2, 3, 4, and final, ATI, and quizzes = 65% of course grade** make up the **(unweighted) exam average**; exam average must be 74.5 (rounds to 75 per policy; 74.499 DOES NOT) to pass the course.
- Failure for exam average or failure in the clinical portion will necessitate repeating the entire course, including clinical or lab.
- During each semester with clinical practice opportunities, students must take and pass a level-adjusted drug dosage and calculation test per Sam Houston State University School of Nursing Student Handbook Dosages and Calculations Competency Policy. Please see the policy for further information about the test. For the S1 semester, the dosage and calculations exams are proctored and given in a classroom setting, but any student who fails both attempts of the level exam must withdraw from NURS 4520, 4540 and NURS 4030.
- Each standardized test will count as 5% (for Juniors) or 10% (for Seniors) of the entire final grade.

### Early Alert Program

Students who are in academic jeopardy (e.g., demonstrate poor academic performance, poor clinical performance, have frequent or unexcused absences) will be referred to services within SHSU as needed. The School of Nursing refers students to our Nursing Resource Coach, the Writing Center, the Counseling Center, and other services as the faculty and the student see a need.  
<http://www.shsu.edu/centers/sam-center/mentoring/firstalert>.

### Required Text(s):

1. DeMarco, R., & Healey-Walsh, J. (2020). *Community and public health nursing: Evidence for practice*. (3<sup>rd</sup> Ed.). Philadelphia, PA: Wolters Kluwer. **Purchase ebook through Lippincott to ensure you are getting interactive modules.**
2. Centers for Disease Control (n.d.) [www.cdc.gov](http://www.cdc.gov) *FREE*
3. Community Toolbox (n.d.). *Community Toolbox: Center for Community Health and Development*, University of Kansas. [www.ctb.ku.edu](http://www.ctb.ku.edu) *FREE*

| Date                                  | Content   | Infographic Presentations  | Class Assignments/prep – follow blackboard for reading assignment details and objectives etc.   | Clinical Assignments   |
|---------------------------------------|---|--|---|--|
| <b>Tuesday Aug 16</b>                 | <ul style="list-style-type: none"> <li>• 0800-0900 Dosage calc.</li> <li>• 0930-1700 S1 orientation Lone Star Campus Maverick Conference Center</li> </ul>  |  |   | Vision and hearing screening quiz due Sunday, August 28@ 2359                                |
| <b>Monday August 22 Classes Start</b> | <p>1500-1750</p> <ul style="list-style-type: none"> <li>• 1500-1750 – Syllabus orientation</li> <li>• 1600-1650 – Chapter 1</li> <li>• 1700-1550 – Health Fairs Orientation with Ms. Deshotels and other clinical discussion</li> </ul> |  | <p>Post-class assignment – Lippincott Interactive Module 1.01 AND 1.03 – due Sunday August 28 @ 2359</p> <p>Read chapter 1</p> <p>Syllabus acknowledgement form due Aug 28@2359</p> <p>Sign-up Genius Infographic topics due August 28@ 2359<br/> <a href="https://www.signupgenius.com/go/10C0A4BABAB2BA3F58-infographic">https://www.signupgenius.com/go/10C0A4BABAB2BA3F58-infographic</a></p> | Read Health fair assignment description in syllabus – bring questions to clinical next week. |
| <b>August 23 - 28</b>                 | Community clinical starts this week. <b>See clinical schedule</b><br>Start community assessment   |  |   | Plan for clinical at TWC classroom - community assessment through Sept 18.                   |
| <b>August 29</b>                      | <p>1500-1750</p> <ul style="list-style-type: none"> <li>• Chapter 2, 3, 5, and 11</li> <li>• Exam #1 online</li> </ul>  | <p>Lillian Wald<br/> <a href="https://www.henrystreet.org/about/our-history/lillian-wald/">https://www.henrystreet.org/about/our-history/lillian-wald/</a></p> | Pre-class assignment – Lippincott Interactive Module 1.08 Three Levels of Prevention AND 3.02 Assessing Communities– due Sunday August 28 @ 2359  |  |

|  |   |  |  |   |
|--|---|--|--|---|
|  |   |  | View presentation on Mary Breckenridge<br><br>Exam 1 due Sept 4 @2359 – Exemplify (proctored) – definitions (80% knowledge 20% application) no remediation required but recommended<br><br><b>Infographic due Sept 12 @ 2359 presentation TDCJ Sept 12</b> |   |
| <b>Sept 5</b>                                    | Holiday – NO CLASS  |  | Lippincott Interactive Module 4.01 – Types of Health Education AND 4.02 Low Health Literacy and its Impact – due Sunday September 4 @ 2359<br><br><b>Optional exam 2 Q&amp;A Thursday Sept 7 @ 9am-10am via Zoom (recorded and posted)</b>                 |   |
| <b>Sept 12</b><br>Class Time Changes             | <b>0800-1050</b><br>• 0800-0900 Exam #2<br>• 0945 Chapter 9 | <u>TDCJ: 70% of Texas prison units not fully air-conditioned, 149 degrees recorded in one location (chron.com)</u> | Lippincott Interactive Module 4.07 Group Health Education – due Sunday September 11 @ 2359<br><br>Complete exam remediation and bring to class on Sept 19.   |   |
| <b>Sept 19</b><br>Class Time Changes (peds exam) | 1500-1750<br>• 1500-1530 exam review<br>• Chapter 6 and 7   |  | Lippincott Interactive Modules 3:07 Exploring Causal Relationships in Epidemiology Due Sunday, Sept. 18 @ 2359<br><br><b>Infographic due Sept 18 @ 2359 for presentation Sept 26 Mississippi</b><br><br>Optional - Complete CDC epidemiology module.       | Community Assessment presentations to faculty to determine priorities for health fair – Interview summaries and data collection |

|   |  |   |   |   |
|---|--|---|---|---|
| <b>Nov 14</b><br><b>Class Time Changes</b><br>(peds exam) | 1500-1750 <ul style="list-style-type: none"> <li>• 1500-1530 exam review</li> <li>• Vulnerable Populations – special topics</li> </ul> | <a href="#">Overdose death rates increased significantly for Black, American Indian/Alaska Native people in 2020   CDC Online Newsroom   CDC</a><br><br><a href="#">HIV Testing Dropped Sharply Among Key Groups During First Year of COVID-19 Pandemic   CDC Online Newsroom   CDC</a> | Lippincott Interactive Module 3.09 Communicable Diseases in the Community – due Sunday November 13 @ 2359<br><br>Bring exam remediation to class<br>Sign up for ATI proctored 2 in sign up genius by Sunday Nov 20 @2359<br><br>Proctored ATI #2 –as per sign up genius |   |
| <b>Nov 21</b><br><b>Class Time Changes</b><br>(OB exam)   | 1500-1530<br>1530-1750 <ul style="list-style-type: none"> <li>• Chapter 23 and 24</li> </ul>   | Healthy Nurse Healthy Nation <a href="#">HNHN Site   HNHN Home (healthynursehealthynation.org)</a>  | Lippincott – read article What Is Faith-Based Health Promotion? A Working Definition  | Sunday, November 20 @ 2359 End of semester Reflection |
| <b>Nov 28</b><br><b>Class Time Changes</b>                | 1500-1750 <ul style="list-style-type: none"> <li>• Clinical Presentations</li> </ul>   |   |   | Present posters in class                              |
| <b>Dec 5</b>  | Final exam TBA   |   |   |   |

**Clinical Information**

**Clinical Objectives**

(Use Standards Alignment to link each to Program Objectives, Texas DECS, AACN BSN Essentials and QSEN)

| <b>Objective/s</b>   | <b>SHSU School of Nursing Program Student Learning Outcomes</b> | <b>Activities &amp; Assignments</b>  | <b>Measurement</b>   | <b>AACN: The Essentials for Baccalaureate Education for Professional Nursing Practice</b> | <b>Differentiated Essentials Competencies (DECs) of Graduates of Texas Nursing Programs</b> | <b>Quality and Safety Education for Nurses (QSEN)</b>                          |
|--|---|--|--|---|---|--|
| Assesses populations and demonstrates care that focuses on the health of entire populations.   | 1, 2, 4, 7, 10  | Community Assessment<br>.<br>Clinical placements   | Community assessment; windshield survey; reflections; Preceptor evaluations                  | 1, 2, 3, 5, 6, 7  | II, III, IV   | Patient centered care; teamwork and collaboration; quality improvement; safety |
| Incorporate nursing principles that demonstrates, effective communication and respect and openness for ethnic diversity and socio-cultural practices of clients and colleagues both local, national, and international | 3, 4, 10  | Reflective practice, Clinical placement Classroom, Discussion, Community Assessment , Study Abroad | Community assessment; windshield survey; reflections; Preceptor evaluations; self-evaluation | 3, 9, 10  | I, II   | safety   |



|   |    |   |  |         |         |   |
|---|----|---|--|---------|---------|---|
| Promotes health through strategies grounded in evidence-based practice.   | 6, | Community Assessment<br>Clinical placements   | Community assessment; reflections; Preceptor evaluations; Education activity with faculty evaluation | 2       | II, III | Patient centered care; evidence based practice; safety    |
| Establishes caring relationships to collaborate with community partners and agencies to achieve population health improvements. | 10 | Community Assessment<br>; Clinical placements | Community assessment; reflections; Preceptor evaluations   | 1, 2,31 | I, iv   | Patient centered care; teamwork and collaboration; safety |

**Clinical IDEA Objectives:** In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system).

1. Learning to apply course material (to improve thinking, problem solving, and decisions)
2. Acquiring skills in working with others as a member of a team.
3. Learning to apply knowledge and skills to benefit others or serve the public good.

**IMPORTANT: Competencies learned at each level are considered foundational as the student progresses; thus, students are expected to be able to retain and apply what they have previously learned.**

**Clinical Information and Assignments (Students not traveling to Costa Rica have red titles)**

- All clinical questions and weekly group updates should be directed to your clinical professor first.

**PRECEPTOR EVALUATION FORMS** – If you are at a clinical setting without your clinical faculty (i.e. school or clinic) have your assigned nurse complete the preceptor evaluation form at the end of the day and submit to Project Concert. **Due 6 days after the clinical day @ 2359 (i.e. Wednesday clinical due Tuesday @ 2359).** The form is located in Blackboard, clinical section, under forms. (N.B. Not required for food bank or days working with community agency on the community assessment or health fair).

**WEEKLY SELF-EVALUATIONS (pass/fail)**

All students are required to complete weekly self-evaluations using the form located in Blackboard clinical section/forms folder/assignments tab. Examples are found in Blackboard clinical sections.

- Students should bring the required form with them to each clinical day/experience with the goals for the day already completed in SMART format.
- Goals for the day will be reviewed at the start of the clinical day.

- Daily accomplishments and goals for the next week are based on critical reflection on the clinical day of what was done well and what needs improvement or feedback received from the clinical faculty or community partners. Goals for next week should be in SMART format.
- Faculty signature is not required but preferred.

**Due 6 days after the clinical day @ 2359 (i.e. Wednesday clinical due Tuesday @ 2359).** Missing submissions may result in clinical failure. Submissions more than 1 week late may result in an additional assignment. Each week has its own drop box in Blackboard only. Students with more than 3 late or missing submissions will lose 2% off their final course grade. Note: These weekly evaluations are different from progress reports for health fair.

**MIDTERM AND FINAL CLINICAL EVALUATIONS (CET, pass/fail):** Clinical evaluation forms (CET) are required to be completed by all students at both midterm and at the end of clinical. All clinical evaluations are completed directly in Project Concert.

**Midterm evaluation is Due Sunday, Oct 9 @ 2359**

**Sunday, November 27 @ 2359.**

- Log into Project Concert
- Click evaluations, select NURS 4030
- Complete each objective by selecting the appropriate outcome (satisfactory, unsatisfactory, or no opportunity). It is recommended that you click SAVE while filling out the form to be sure it does not delete itself if completing week by week.
- When the document is complete click SUBMIT. [Your answers will appear next time you open the evaluation as well as any instructor comments].
- All items identified with an \*asterisk are critical elements in the clinical evaluation tool and **MUST be completed satisfactorily on the final evaluation** to pass clinical.
- Students who receive four (4) or more unsatisfactory grades in non-critical elements at the end of the semester may be required to complete more clinical hours or may fail clinical. **NOTE: Objective completion:** It is common to have incomplete objectives because of no opportunity at midterm. **No objectives** may state “no opportunity” at the time of final evaluation. Critical thinking about clinical experiences is required to complete the form.
- Evaluations not completed properly at midterm, will be graded as failing clinical at midterm and a midterm failure letter will be sent.
- Evaluations not completed properly at final will be returned to students for proper completion and must be returned to clinical faculty by the date agreed upon. Students will lose 2% points off their final course grade.
- **HOW TO COMPLETE:** Students **must provide a concrete and detailed example** of how the objective was achieved as presented in S1 orientation. You may also refer to Blackboard PPT in *Nursing Cohorts/S1 Orientation* “How to complete the clinical evaluation tool”. Examples that restate the objective are not acceptable and will be graded as “unsatisfactory”. Evaluations will be returned incomplete, and students will receive a counseling form for incomplete work. All entries for each objective must
  - start with a date and location (i.e., 8/14/21\_interfaith)
  - clearly describe how you met the objective.
    - Objective: demonstrated nonjudgmental care...
    - Example: 1/1/21 Prison: With each prisoner I was polite and respectful. I made eye contact and listened to the client. The client was concerned about TB. I answered questions and referred them to the infectious disease nurse. I did not treat the client different than I would a client outside of the prison.
- Each objective should have a minimum 2 dated entries over the course of the semester.

- Objectives that are satisfactory at midterm require an example after midterm as well.

### CLINICAL REFLECTION (10%)

**Purpose:** “Reflective practice can be defined as the process of making sense of events, situations and actions in the workplace” (Oelofsen, 2012).

There are three (3) clinical reflections assignments and a minimum of bi-weekly post conferences with your clinical instructor. Post conference times and methods are decided individually by each clinical faculty.

- Holocaust Museum Discussion Board (5%): Answer the question posted in the assignment discussion board forum of the clinical section. Respond to at least one of your peers’ posts. Maximum 250 words for initial post and reply post. **Due 6 days after the clinical day @ 2359. (i.e. clinical day is Tuesday, evaluation is due Monday @ 2359).**
- End of Semester Reflection (5%): Using video media (i.e., Kaltura, iClips, Zoom, YouTube), record yourself speaking on a community clinical experience using the questions below and upload to Blackboard. Do not use a media that requires payment. Maximum 3-6 minutes. For every part or full minute over time, a deduction of 5 points will be made. A grace period of 10 seconds is provided. i.e. 5 min 11 sec = 5-point deduction. **Due: Sunday, November 20 @ 2359**
  - Explain how your health fair experience made you feel about serving in your community to meet the needs of others
  - Consider **one** clinical day/experience from the semester that stood out the most to you:
    - Explain what you expected before you started the day? Was this different or similar, better, or worse than expected.
    - Summarize the main thing you learned from this experience.
    - How will you apply what you learned in your clinical practice?
    - Describe overall insights you gained about population health that might assist you in your career.

Rubric

| Criteria   | Excellent (45-50)   | Average (41-44)  | Fair (37-40)   | Poor (<37)  |
|--|---|--|--|---|
| <b>Critical Thinking 50 points (for discussion boards – initial post =50 points and response to peer</b> | Examines the meaning of the experience personally and professionally as well as feelings related to the experience. Demonstrates insight and analysis of experience. No rehash of idea or | Demonstrates moderate thought, feeling, insight & analysis has taken place and/or some reiteration of experiences. Little rehash of ideas or summary of prompts. | Generally, competent Information is thin and commonplace with some discussion of the meaning of the experience as in excellent and/or some re-iteration of experiences. Some rehash of | Rudimentary & superficial. Little or no discussion of meaning of the experience as in excellent and/or largely a recount of the experience only. Mostly or all rehash of ideas or summary of prompts. |

## **INTERPROFESSIONAL EDUCATION ACTIVITIES (pass/fail)**

Students will be assigned to an interprofessional activity that may or may not be on their assigned community clinical day. If you are in another course clinical on the date of the assigned activity an alternate assignment will be made. Interprofessional education activity dates are as follows:

- Friday, September 9, 1-4 pm; Location TBA
- Wednesday, September 28, 3-5 pm; Location TWC
- Friday, October 28, am or pm; Location Lowman Student Center, Huntsville
- Friday, November 18, am or pm; Location University Camp, Riverside

Some interprofessional activities may have an associated assignment for a bonus point on an assignment (exams are excluded from bonus points).

## **COMMUNITY ASSESSMENT and HEALTH FAIR (ACE) pass/fail**

This group project is the majority of the students clinical hours. Satisfactory completion of the project is required to pass clinical. Overall grade must be 75% or more. Students must maintain a log of clinical hours and have it with them in clinical. Follow the check in and out guidelines for clinical found under course expectations (below). All clinical days that are not assigned at an agency will be spent in the classroom working on your health fair, or in the community you are assigned for the health fair. Full community uniform expected in the classroom including jewelry, shoes, tattoos etc.

### **DO NOT WORK AHEAD**

### **DO NOT SELECT TOPICS BEFORE COLLECTING YOUR DATA AND INTERVIEWS**

This assignment will provide each student the opportunity to be involved in working with a pre-selected community (target population) to conduct a health fair. The group will plan the fair with the contact(s) from the community and their clinical faculty. The group will research the demographics of the target population and plan the activity based on the demographic data and the identify needs of the target population. Record all assessment findings on the template (in Blackboard).

Select two students to be the co-leaders and act as a liaison to communicate with the instructor and the target population and verify the appropriateness of topics, as well as the date and time. Each group will present their specific topic to the clinical instructor at least 2 weeks in advance of the formal presentation. Presentation will be scheduled on clinical days and weekends as best suites the target population. Each student will utilize this rubric to guide the presentation, development, and implementation of the topic or subject.

- Your weekly self-assessment is prepared as above. A weekly group update (form in BB) is shared at the end of the day with clinical faculty in BB or face to face as directed by the clinical faculty – what is the status of the project. It is the responsibility of the entire group to help complete the form and provide any attachments.

Once done, each student should turn in this completed form to their clinical instructor. To meet requirements for the Group Process Rubric the student will utilize the group process questions as instructed on the Rubric located on Black Board and which must also be turned in to the instructor with this packet. Each student should also include a copy of their log sheet of activities, dates, and times.

### **Instructions Summary:**

- A. Complete the *Public health Nursing Assessment Tool (modified)* in Blackboard.
- B. Interview people in the assigned community

- C. Determine priorities of health education needs
- D. Develop a health fair to address the needs. Use the Durham County Health Fair Planning Guide in Blackboard clinical section as your guide for planning a health fair. At the end of each classroom day, provide an update on your progress using the *weekly group updates form* in Blackboard, folder - *clinical forms*.
- E. Create a poster presentation on the provided template of your entire project, including a 300 word abstract and present the poster in class on the assigned date.
- F. Maintain a binder (provided) of all aspects of your project including weekly group updates. Decide where the binder will be kept and who will bring to class every week. Maintain your binder throughout the semester and turn in at the end of the semester as a record of your group's work.

## DO NOT WORK AHEAD

### Instructions (detailed):

#### Getting Started:

This is your **assessment** of the community.

- Complete the *Public health Nursing Assessment Tool (modified)* in Blackboard. Establish the roles of your group members. Conduct and document a windshield survey. Assess the population by collecting primary and secondary data related to your assigned population. Identify your population of interest: what is the age range, income levels, education level, ethnicity/cultural diversity, communicable and noncommunicable disease trends, injury and safety concerns, and determinants of health.
- Collect subjective data. Develop questions you would like to ask the key informant based on the secondary data and literature. Talk to people who work at and use the agency services to determine who the population is and what are the concerns of this population. (i.e. parent teacher organizations, administration, patrons, etc.)
- Use media and scholarly articles to identify health risks for their assigned population.

### Themes & content/Health Fair topics **Due date: present your findings during the clinical week of Sept. 18 - 24**

This week is your **prioritization** of community needs. Meet with clinical faculty to present a summary of your assessment. What are strengths and weaknesses of the community? What determinants of health affecting your population? Prioritize with faculty, the health needs of the population. Invite your community partner to class (Zoom) to share your selected topics to include in the health fair to verify you are meeting their needs. Assign roles to group members including a leader and co-leader. Identify Event Exhibitors. Collaborate with your agency to determine a date and time for the event.

### Marketing, Budget and Provisions: **Planning and Implementation:**

- Develop a plan to execute the health fair. Liaise, network, and invite with community agencies and key informants to participate as “vendors” in the health fair.
- All phone calls/emails are to be documented (date, time, contact, summary of call). Give documentation to the leader who will share with clinical faculty if asked. Collaborate with the community agency hosting the health fair on set up/parking/tables and chairs etc.
- Develop and execute a marketing plan (how will you get people there) that includes where you will advertise, how you will advertise? Develop a budget and a plan for where/how will you get donations. Consider floor plans, tables and chairs, directions, weather, etc.
- Advertise your event.
- All flyers and advertisements need to be approved by clinical faculty before dissemination.

### Implementation:

Host the health fair event and evaluate the event.

- Obtain feedback from the agency partner. Document recommendations for improvement in the binder.
- Peer evaluations are **Due 6 days after the event @ 2359. (i.e. clinical day is Tuesday, evaluation is due Monday @ 2359).**

### Evaluation

Each group needs to develop an evaluation plan to be utilized for participants, community leaders, faculty, and students to evaluate their health fair.

- How will you know your Health fair was successful? Did you have the right partners there? Who was missing? How many people came? What did they learn? etc.

### Project Submission and Presentation Monday, November 28 during class.

(Time management tip: do this task throughout the semester as each section of the project is planned and implemented).

- Create a poster presentation of your entire project using the poster template in Blackboard, using the headings provided. You may use a tri-fold or a poster (the library prints them – recommended size 3x4' or 4x5' on paper (approx. cost is \$25) Present your poster to the class as a formal presentation.
- Create an abstract (maximum 300 words using the headings: Objective, Background, Significance to the population, Intervention, Evaluation, Conclusion) and references.

|   |  |  |   |                       |
|---|--|--|---|-----------------------|
|   | Incorporates and documents a method to evaluate participant learning. Color scheme has visual appeal and works with content. Fonts are legible and consistent  |  |   |                       |
| IV<br>Evaluation (15%<br>of total grade)            | 3<br>2.5<br>Conducted strategy for evaluation. Offer and received feedback from community partner and faculty. Analyze if each objective was met. If not met, identify revisions for future.   | 2.25<br>1.25<br>Each objective not evaluated. No revisions discussed.  | 1<br>0<br>Evaluation not planned or executed.   |                       |
| V. Class<br>Presentation<br>(30% of total<br>grade) | 3<br>2.25<br>Presenters made eye contact with audience, did not read from notes, and spoke audibly, not too fast. Presenters maintained attention. Allowed time for review of content and questions throughout presentation and accepted constructive criticism. Presentation reflects research. Able to answer most audience questions. Group dressed professionally and present prior to scheduled time. | 2.25<br>1.25<br>Presenters read notes and little eye contact. Audiovisuals difficult to read. Not all members dressed professionally. Able to answer some of audience questions. | 1<br>0<br>Incorrect information given. Unable to answer questions. Group not dressed professionally. Could not answer audience questions. |                       |
| VI. Abstract<br>(10% of total<br>grade)             | 3<br>2.25<br>Abstract clearly states the project using the titles: Objective, Background, Significance to the population, Intervention, Evaluation, Conclusion) and references   | 2.25<br>1.25<br>Most abstract titles included<br>Errors in typing or grammar.( <2 )  | 1<br>0<br>Abstract titles incorrect. Spelling, grammatical errors (>3)  |                       |
| Total Score<br>(80% of total<br>grade)              |  |  |   | _____/18<br>_____/80% |
| Peer Review<br>(20% of total<br>grade)              |  |  |   | _____/10<br>_____/20% |

Comments:

## Course Policies/Expectations

***Full clinical dress code is in effect in any setting unless otherwise communicated by your clinical faculty.***

Being out of uniform code will result in a professional counseling form. In addition to SHSU SON dress code (see student handbook – revised fall 2018), NURS 4030 specific policies include:

- **Ponytails are not allowed to hang below your chin line** – longer ponytails must be secured in a “bun” or other means to ensure it always remains on the back of the head. Hair may not drape over shoulders. Hair not pinned up at any time is considered out of uniform.
- **The community uniform** is always worn and follow the student handbook with the exceptions as noted in the syllabus. Note the shirt is the assigned polo shirt (color may vary from as stated in the handbook). Scrub shirts are not appropriate community uniform. Only lab coats may be worn for direct patient care/contact. Pants may not touch the ground. They must be hemmed. Coats, fleece, umbrellas, and other outer wear that protect you from the weather are appropriate but must be removed upon arrival in the clinical setting. A watch with a second hand is required outside of classroom clinicals. **Students travelling to Costa Rica** will be required to wear the provided UNIBE lab coat in all clinical settings as requested.
- **Clinical Equipment:** In all settings including Costa Rica, unless otherwise instructed, you must have SHSU ID badge (in all settings, including the prison), stethoscope (not required in the prison setting), pen light, pen, and paper. In the home health and shelter settings, you are required to bring your blood pressure cuff. In some settings, you will be required to wear an agency name badge in addition to your SHSU badge. Both are required. Clinical paperwork is part of your daily equipment. It includes the preceptor evaluation form, the self-evaluation form, and the clinical evaluation form.
- **Students must comply with all agency requirements related to COVID to be permitted in the setting including vaccination status to be able to attend.**
- **In class presentations**, business casual is required. Jeans are not appropriate.

***Signing in and out of clinical:*** Sign in at the beginning of your shift with a time stamped photo of yourself directly in front of the agency sign or a suite/door that has the agency logo on it. Text the photo to your clinical instructor. **Signing out** - text a selfie photo with the agency sign or door logo in the photo. This includes the classroom settings and meetings. Students may not leave clinical early. There are no makeup days for missed clinical. Missed clinical day may result in clinical failure. Group photos are acceptable if names of those in the photo are included.

---

***Lunch during clinical:*** **Except for days on campus**, Students are not allowed to leave the clinical site for lunch without the preceptor’s and clinical instructor’s prior approval. Please bring your lunch and snacks. When on campus working, please notify your clinical faculty when you leave for lunch and return.

---

### **Student Classroom Conduct and Civility**

School of Nursing faculty conduct classes in an atmosphere of mutual respect. Faculty encourage active participation in class discussions. There may be strongly differing opinions on the topics. Expression of differing ideas is encouraged and **welcome**. The orderly questioning of the ideas of others, including faculty, is similarly welcome. Faculty will exercise their responsibility to manage the classroom in an orderly fashion. Students conduct and opinions during class discussion shall not be permitted to disrupt delivery of educational content or the atmosphere of mutual respect.

### **Smartphone/ Mobile Device Policy**