

GEORGE MASON UNIVERSITY
College of Health and Human Services

NURSING 428: Community Health Clinical

COURSE SYLLABUS

SUMMER 2008

"If you are a student with a disability and you need academic accommodations, please see Debbie Wyne and contact the Disability Resource Center (DRC) at (703) 993-2427. All academic accommodations must be arranged through the DRC."

GEORGE MASON UNIVERSITY
College of Nursing and Health Science
Community Health Clinical
NURS 428

Course Number: NURS 428 Clinical

Placement in Curriculum: Summer Semester: Pre or co-requisites NURS440

Catalog Description: Clinical experience with a focus on collaborative nursing care with individuals, families and large groups in the community. Emphasis is on health promotion and disease prevention for well populations and community-based care for individuals and families with acute and chronic illnesses.

Course Objectives: Upon completion of this course, the student will:

1. Apply principles of public health to populations.
2. Implement principles of teaching and learning that address the health of populations.
3. Implement strategies for providing culturally appropriate health care for populations.
4. Apply epidemiological principles to major health problems of vulnerable populations.
5. Utilize principles of primary, secondary, and tertiary prevention that are appropriate for populations at risk.
6. Apply the nursing process to community health.

Components of the Course:

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|----|----------------------|-----|
| 1. | Clinical Evaluation | 60% |
| 2. | Teaching Project | 20% |
| 3. | Community Assessment | 10% |
| 4. | Clinical Conference | 5% |
| 5. | Journal | 5% |

Required Texts: None

Recommended Text: American Psychological Association Manual (5th Ed.). The complete reference should be available in other courses, and can be borrowed from the GMU or Public Library.

Course Components

- Clinical Evaluation 60%
- Teaching Project 20%
- Community Assessment 10%
- Clinical Conference 5%
- Journal 5%

Clinical Evaluation

- Largest component of the course
- Uses the same tool that you have used throughout the program
- Your preceptor may or may not be a nurse
- Learning the role of the nurse in organizations focused on the health promotion / disease prevention needs of vulnerable populations
- Faculty can give guidance with activities for each clinical site

Teaching Project

- There will be many opportunities to teach, but only one project requires a formal presentation with a poster board
- Plan the time for the presentation as soon as possible, so that the faculty can be in attendance
- You will speak to a group (or in some cases, individuals), using a poster board as a teaching tool
- The topic should address a health education need of the population that you are serving
- Poster boards are used in all professional presentations (more expensive, with more professional slides); these are also used for in-service in the hospital setting
- Information on the board should be eye catching and informative
- All information should specifically addressing each of the OBJECTIVES
- All printed information should be in a font large enough to read
- Use other media (models, video) as available and appropriate
- Local voluntary agencies know the College and expect you to get teaching material (pamphlets, videos, models, etc.)

COMPONENTS OF THE POSTER

[Please Note: Students most often lose points on the Poster. Please follow these instructions carefully and include an Evaluation]

- I. Abstract (Usually placed on the center panel)
 - One page limit; abstracts are always required when writing an article
 - Begin with a clear 'Statement Of The Problem'; what is your health education subject and why is it important.
 - Use Epidemiology (Numbers, Rates, Morbidity, Mortality) to discuss the distribution of the disease / condition in the nation or local area
 - ✓ The Internet is a good source for this information
 - ✓ Include the Health People 2010 Focus Area (one of the 28) that this project addresses, including the objectives within the Focus Area
 - ✓ www.healthypeople.gov, Publications, Vol. I, scroll down
 - State clearly who your target population is – who will you be teaching
 - Then summarize the material that you will teach; the information should address each of the objectives and be based on the information in your articles
 - Evaluation – how will you determine if the clients have met the objectives? Some students have developed creative games, return demonstrations and group responses are appropriate. Do not force writing on the clients (pre-test, post-test). Criterion testing (no pre-test, but stating 80% of clients will state...) does not determine if new information was learned, but will determine a final level of knowledge for everyone in attendance
 - References – including websites and at least two (2) refereed journal articles, access through Health Reference Academic or other database. No text books may be used. All information is to come from sources, use APA reference style and even in this shortened format, be careful of plagiarism. Hand in your original sources.

II. Objectives (all must be SMART)

[Clients “will know” “will understand” cannot be measured; for your own objectives, please make sure that every part of SMART is included]

- 3-4 Objectives for clients to achieve in your teaching session; can be written as a part of the Abstract, or written separately
- Use Bloom’s Taxonomy from your NURS 440 syllabus for the correct terms
- Objectives must be listed, not written as a narrative
- S – specific (who will learn what)
- M – measurable (80%, 100% etc.)
- A – attainable (clients are able to learn what you propose)
- R – realistic (100% of teens will not smoke or drink is not realistic)
- T – time referenced (by the end of this teaching session)

III. Information

- This is the actual information to be taught
- Based on the objectives; this information should allow the clients to achieve the objectives
- This information is usually placed on the left and right sides of the poster
- Pictures, small models, printed information (not small font – PLEASE)
- Remember, a summary of this information should be a part of the Abstract

COMMUNITY ASSESSMENT

- Your physical assessment skills allow you to do a head to toe assessment on an individual
- Traditional students complete a geographical assessment as a group of ten, gathering data on services, population, morbidity, mortality, health care etc.
- Your work will be assessing an organization; the tool to be completed is below
- Who accesses the agency's services, why, what services are available, how is it financed, etc.
- Complete the assessment early, it will allow you to better understand the organization
- Those of you in placements together, share *information* but work *alone*
- Think clearly about what you would add to this organization and why
- Tax supported institutions must justify every new program and addition, and private organizations would have to raise more funds

1. Name of the Organization:
2. Population served (include demographic data)
3. Geographical / environmental issues (describe the facility, physical layout, general atmosphere, transportation issues if any)
4. Professional services available in this setting
5. Health status of the population (morbidity, mortality, child bearing, stage of life)
6. Social issues in the lives of the population
7. How is this organization financially supported (taxes, for profit, non-profit / volunteer, etc.). If clients have any financial responsibility for services rendered, how is that payment determined.
8. How does the organization communicate internally and with the larger community (how does it advertise its services, how do clients know that these services are available, how are they referred)
9. Community resources available, or referral organizations used.
10. What programs or facilities would you add to better serve this population

CLINICAL CONFERENCE

Wednesday, 1:00 PM - 3:00 PM

- Share what has happened in the previous week in the clinical setting
- Do not read your journal entries, but share from them
- Be prepared to discuss various components of the experience
- Not just what you did, what does it mean

JOURNAL ENTRIES

Guidelines for writing journal entries

1. Entries are a means of self-exploration, discover meaning in events, and monitor learning.
2. Try out problem-solving strategies related to nursing in community settings.
3. Evaluate outcomes of learning objectives related to your professional growth as well as client/group progress.
4. **Demonstrate** critical thinking skills and strategies.
5. Explore ideas and points of interest.
6. Provide communication and feedback for you and instructor.
7. Provide a means for instructor to verify and evaluate clinical performance.

Process

1. Write behavioral objectives as needed, especially if there is little structure in your setting and you feel things are going slowly
2. Reflect on what occurred, what did you learn, what did you do well and why, what was significant or valuable about the experience.
3. Keep current with entries, writing them as they occur
4. Making connections between theory and practice is a vital aspect of your clinical experience and self-evaluation is an important skill; these are both enhanced by journal writing.
5. Not just what you are doing, what does it mean; include information from the lecture course
6. Submit via email, as an attached Word document, to faculty by 12 Midnight on Sunday.