University of Hawaii at Hilo  
Department of Baccalaureate Nursing  
Spring 2013 (1/10/2013-3/1/2013)

**Course:**  
NURS 410L - Community Health Nursing WI

**Credit/ Contact Hours:**  
3 credits; 9 contact hours

**Time and Location:**  
Clinical days: 1/10/2013: Orientation (1-4pm in nursing lab)  
1/17-3/1/2013: Thursday and Friday (16 hr/week at clinical site)

**Faculty:**  
**Clinical Faculty:**  
Joan Thompson  
Jeanie Flood  
Kathleen Commendador  
Eileen Lovell (RN to BSN students)

**Office Hours:**  
TBA

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Course Description: Applications of the nursing process in the delivery of nursing care to individuals, families, groups, and communities. Integration of community resources in collaborative relationships with community agencies to service populations with specific health care needs.

Writing Intensive: This course is designated Writing Intensive (WI) and can be used to fulfill the writing requirements for graduation at UH Hilo (see UH Hilo catalog for requirements). WI courses generally require approximately 16 pages of written work per semester. The emphasis of a WI course is on developing good writing skills and fostering good writing as a communication tool. Frequent faculty feedback is expected. Students are expected to use the tutoring services of the Writing Center for help with writing requirements. At times, the instructor may direct students for specific help with their writing.

Course Placement: Senior Year, Spring Semester

Course Objectives:

At the end of this clinical experience, the nurse learner will be able to:

I. Provider of Care
   A. Practice
      1. Applies theoretical concepts as a basis for decisions in practice. Applies to concepts as appropriate to:
         a. Role of community health nurse.
         b. Community systems.
         c. Client advocacy.
         d. Effects of culture on health beliefs.
         e. Teaching/learning
         f. Community as client.
         g. Population risk-factors.
         h. Levels of prevention.
         i. Health promotion.
         j. Epidemiology
         k. Ethical/legal issues for professionals as well as clients
      2. Analyzes data to determine a diagnosis.
         a. Makes descriptive and predictive inferences regarding the factors influencing trends in health care and health care needs of the community.
         b. Considers the effects of the environment on the health status of a population.
         c. Develops a diagnosis that is relevant to population health care needs and beliefs.
   
   B. Client Teacher
      1. Designs instructional activities for community groups and /or individual clients based on teaching-learning principles
   
   C. Communicator
      1. Demonstrate therapeutic communication skills with clients, with interdisciplinary members of the community team and with community members.

II. Planner and coordinator of client care
   1. Develops plans that guide and facilitate care for clients/families and communities.
a. Applies concept of levels of prevention in planning care.
b. Utilizes groups in meeting the health care needs of a population.

2. Carries out the planned intervention.
   a. In partnership with the community agencies, interventions carried out at all levels of prevention to achieve the goals of health promotion.
   b. Implements planned teaching project to community groups.
   c. Mobilizes community resources to implement plan of care.
   d. Identifies financial resources needed for access to the health care delivery system for clients and families.

3. Evaluates the responses of the individual/family/community to intervention.
   a. Utilizes the goals and plan of care to guide the evaluation process.

III. Investigator
1. Collects data that are comprehensive and accurate.
   a. In partnership with client/family/community collects relevant health related data.
   b. Demonstrates ability to access resources to complete a community assessment. For example student can find data that describes a population:
      2. Demographic characteristics.
      4. Environmental characteristics.
      5. Health-related resources.

2. Uses research to enhance practice.
   a. Implements plan of care by incorporating current validated findings from research.
   b. Utilizes epidemiology and other research findings in planning and in carrying out community activities

IV. Professional
1. Assumes responsibility for professional development.
   a. Demonstrates independent judgment and professional and behavior and professional appearance in carrying out the role of the community health nurse.
   b. Communicates effectively with peers, clients, providers, and others in the community.
   c. Utilizes faculty appropriately for supervision and professional growth.
   d. Seeks experiences that provide opportunities to enhance learning.
   e. Actively participates in clinical conferences and participates in assigned group activities.
   f. Promotes professional growth through self-evaluation.
   g. Attends and is on time for scheduled clinical activities.
V. **Promoter of Transcultural Nursing**  
1. Demonstrates culturally competent care for the community and its members by recognizing the sociopolitical, economic and ethnic characteristics of the community.
Supervision:

Students will be under the direct supervision of a preceptor for clinical, but will ultimately remain under the supervision of the clinical instructor. This requires clear communication between student, preceptor, and instructor regarding the clinical expectations and the breadth and depth of experiences. The student will be expected to abide by the ANA Code of Ethics, The ANA Community Nursing Standards of Practice, specific agency policies and practices, The Patient Bill of Rights, UHH School Policies, and the UHH Dept. of BSN Policies.

The preceptor is responsible for consultation and guidance regarding immediate direct patient care as well as question regarding implementation of agency policies. The clinical instructor is responsible for the overall aspects of the student learning, including determination of appropriate caseload size and complexity for student (in conjunction with preceptor) evaluation and guidance of student’s interventions with clients and the framework of the nursing process. Please refer to the Clinical Roles and Responsibilities handout for more details on this area.

Transportation Policy

Students are required to have their own independent automotive transportation for use in getting to the clinical site and for making home visits. Vehicles used for this purpose must be properly registered and insured, and in good working order, as home visits may be to distant sites over secondary roads. Students will be responsible for all cost relating to the use of their vehicle. Any accident to the vehicle occurring during the course of the clinical experience will be the student’s responsibility, and must be promptly reported to the student’s insurer and to the faculty. The University will accept no liability for such accidents. Students are not permitted to transport clients or any other individual in their personal vehicles, with the following exceptions:

- Students may transport clinical faculty and/or clinical preceptors to and from home visits, and with faculty permission, may carpool with another student if the home visits are to be in the same general vicinity.

Uniform Policy

The uniform policy for the NURS 410L (Community Health practicum) will depend on the agency’s request. This may consist of appropriate street clothes with the required lab coat, the UH Hilo BSN polo shirt, or scrubs purchased through the UHH BSN program. Students are required to always have their UHH BSN name tag while at their agency. Appropriate street clothes are defined as those presenting a neat, clean and professional appearance. Clothing that is torn, dirty, bleached, etc. will not be deemed acceptable. Unacceptable dress includes, but is not limited to: sleeveless shirts, t-shirts, low cut dresses/blouses, halter-tops, midriff baring clothing, jeans, shorts and miniskirts. Footwear must be closed toe shoes. The organizing principle is that the student presents a professional image to the client and the community at all times. Violation of the dress coat will result in a dismissal from clinical. Dismissals may result in a “No Credit” grade for the course at the discretion of the nursing professor.

Communication Policy

Faculty will be located at or traveling between different sites on clinical days, and may be reached by beeper or cell phone at those times. Email or phone should be utilized for contacting instructors on non-
clinical days. Students who have questions or require assistance should promptly contact their assigned clinical faculty as well as their preceptor.

Prior to the start of the clinical day, the student will communicate with instructor. Upon arrival at the clinical site the student and preceptor should agree upon the student’s agenda for the day, and this information should be available from the agency should the faculty have a need to get in touch with the student. Personal business, aside from emergencies, should not be handled during clinical hours.

*Any changes to the student assignment, itinerary, or attendance should be communicated to the faculty and preceptor as soon as possible. All client information is considered confidential and should be shared only with faculty, preceptor, or those authorized by the faculty and preceptor. Any written work that includes information about the client (such as the clinical log and case study paper), should utilize initial only when referring to the individual/family (example: Mr. RF., Family G).

**Evaluation:**

A Credit/No Credit clinical grade will be assigned, based on the student’s performance in relationship to clinical expectations drawn from objectives contracted with preceptor (see preceptor-student contract) and instructor. The preceptor-student contract needs to be formulated and submitted to the instructor within the first two weeks of clinical attendance.

Instructor and preceptor evaluations of the student’s clinical performance will be based on objectives, drawn from Clinical Roles and Responsibilities and course objectives. Each student will be evaluated by the instructor and the preceptor at Midterm and at the end of the semester using the evaluation tool attached as an addendum to this syllabus. The student is expected to bring to the appointment a self-evaluation form, the preceptor evaluation form and the clinical agency feedback, the latter two completed by the preceptor.

**WRITTEN WORK:**

Clinical Journals (2):15 points (total 30 points).

Learners will be required to submit a community assessment paper (details to follow). Learners will also be expected to write 2 clinical journals (worth 15 points each) focusing on a specific event or issue that came up in clinical, utilizing the provided format online. **The first clinical journal will be due on 2/8/2013, and the second clinical journal will be due on 3/1/2013. One point will be deducted for each day the clinical journal is late.** Learners will work with their preceptors and clinical instructor to develop objectives for this clinical rotation. Students are also expected keep a log of their clinical hours and to reflect, through their log entries, the link between their activities and course objectives, and on their progress toward meeting objectives. Students must submit all required paperwork and complete the total required clinical hours in order to pass the course.

Student / Preceptor Contract: 20 points (10 points for initial contract, and 10 points for final contract).

The student/preceptor contract is due by 02/8/2013, and should be presented and reviewed by the clinical instructor by that date. The final contract must be submitted to clinical instructor by 3/8/2013. 1 points will be deducted each day the contract is late.
Community Assessment Paper (Summary format).

A draft of the unfinished paper may be presented to the instructor during Midterm (2/15/2013). The draft will be returned to students by week 7 (3/1/2013). **Final submission of the paper will be due by week 9 (3/15/2013). The paper will be graded on a 100 point scale, and 5 points will be deducted for each day the paper is late.** Students are expected to seek assistance by making an appointment with the instructor for feedback and assistance at any point during the process of completing the paper. Students are expected to seek assistance from the Writing Center or the Learning Center for critique of style, grammar, and format, especially if referred by the instructor.

A community is assigned to each student for this paper. The community assessment paper consists of an assessment of health issues that affect a community and developing a plan for interventions. The process of assessment will require the student to examine multiple reliable data sources in addition to windshield survey (an observational drive thru the assigned community) and interviews of local informants. The process by which data was collected and well as the selected data itself must be used for the assessment and documented in the paper. Based on this data an assessment is made which is documented by identifying a community diagnosis (needs). Goals and plan for interventions are also documented as part of the final process. The student is expected to relate their evaluations and data to selected objective identified in "Healthy People 2010" (see textbook).

Length for this paper will have a minimum 16 pages and a maximum 20 pages (not including references, cover sheet, indexes or charts). A draft will be reviewed with instructor at Midterm for feedback.

The following guidelines should be followed during the documentation of this paper.

**Step I - 30 points**
Windshield survey- Observe for housing and zoning (sign of decay/growth), open spaces and boundaries, environments and “commons”, transportation, service centers and commerce, street people, ethnicity, health and morbidity, media and arts, politics and religion/spirituality.
(2 point each = 20)

After observations- do your own assessment (own impression) in a summary format.
(10 points)

**Step II – 30 points** Check your own assessment by data collection / summary format.
Major categories of data: zoning, boundaries, demographic data, education, economy, environment, community resources, vital statistics, morbidity and mortality data, health resources.
(3 points each = 30 points)

**Note:** Where to get data: Department of Human Services, School board, local government, relocation packets, library, Internet, interview of local informants and other sources.

**Step III – 10 points** - Your assessment: nursing diagnosis (needs) of the community.
3 nursing diagnosis written in Nanda format and placed in a table (5 points), and expanded upon in summary format (5 points).
Step IV- **10 points** - Plan to meet community needs- summary format

**APA Format and Quality of References- 20 points**

NOTE: APA Style, 6th Edition will be the accepted paper format for this class. Student is expected to locate in the library a copy of the APA Manual 6th Edition for reference. Papers must be typed and double-spaced. The cover sheet must include the course title and number, title of the paper, date submitted and the student’s name. Any tools or instruments included as appendix material need to be in typed written form. All papers are expected to have scholarly references appropriately noted in the text of the paper, and an attached reference list. Proper grammar, spelling and college level paper format is expected.

**NOTE: The community assessment paper is worth 20% of Community Course Grade.**

**Examples of unsatisfactory clinical performance, which lead to a “no credit” for the course:**

a. Failure to display a professional nursing attitude, behaviors and appearance at all times during the clinical. Examples may include smoking, use of inappropriate language to clients and families, or breach of Code of Ethics (see Student Handbook)

b. Performing special care or procedures without prior approval of the nursing instructors.

c. Engaging in unsafe nursing practice. Example: failure to provide a safe environment, or inadequate knowledge of medications and treatments.

d. Failure to become knowledgeable about patient care needs.

e. Failure to acquire the clinical skills necessary for functioning in the community clinical setting.

f. Breach of confidentiality

g. Failure to maintain agency protocols

h. Failure to utilize appropriate and timely communications with instructor regarding such areas as skill needs, notification of absence, and the like.

NOTE: If a student is assessed to be at an unsatisfactory level in clinical, she/he may be dismissed from that clinical site, and make-up time may be required. Students are expected to attend all clinical sessions. In the event a student misses a clinical day, a makeup simulation day will be scheduled (see course calendar). All clinical days must be made up by attending the simulation and in addition, written assignment (s) may be assigned. A passed/credit is earned by completion of satisfactory performance (clinical performance and written assignments) with the total number of clinical hours required. The instructor reserves the right to require alternate assignments to resolve unsatisfactory clinical performances and/or repeated absences. **Dismissal from the clinical site may result in failure of the course.**

Students are also expected to receive a passing grade (70% or above) on clinical papers in order to receive “credit” for this course. All students must complete the required 135 clinical hours.

**Clinical Hours**

Orientation will be held on 1/10/2013. Students will be given their clinical site information during orientation, initiate contact during the first week of school, and meet with their preceptor. Students will begin clinical during the second week of school (first clinical day is 1/17/2013) and are expected to fulfill a minimum of 16 clinical hours per week, keeping a log of hours which will be initialed weekly by preceptor or supervising clinical staff. Individual make-up hours can be arranged with the preceptor/instructor in case of illness or an emergency. Lunch times and work breaks are included in the clinical hour expectation. A
total of 135 clinical hours must be completed by the end of the semester (minus 3 hours orientation, and 20 hours for the windshield survey and community assessment paper).

**Total Clinical hours (135): orientation on 1/10/2013 and agency contact (3 hours), onsite clinical (112 hours), community assessment paper (20 hours).**

Students are expected to keep in regular communication with preceptor and clinical faculty as the client’s status and plans related to client care. Students are also expected to become familiar with the assigned clinical sites policies, procedures, recording methods, and expectations of the students. Site protocols governing communication (written and verbal) are to guide all student activities with clients and with preceptors. Specific clinical hours, post conference times and clinical sites are to be arranged with the clinical sites are to be arranged with the clinical faculty, the student and the preceptor.

**Note:** A minimum of 16 clinical hours are expected to be completed during each week of the scheduled clinical experience. Increased on decreased weekly hours MUST be arranged with the preceptor and approved by the instructor.

**Syllabi Special Instructions**

**Use of Syllabus**

This syllabus is to be construed as a contract with the student with regard to evaluation methods and grading scale. The class schedule may be subject to change.

**Attendance/class participation:** Students are expected to attend all clinical days. The nursing professor should be notified **prior** to any deadlines if a student cannot meet them due to unavoidable circumstances (i.e. illness) and wants an accommodation. Students should consult with fellow classmates for special course instructions during absences.

**Assistance to those with special learning needs:** Any student with a documented disability who would like to request accommodations should contact the University Disability Services Office - Hale Kauanoe A Wing Lounge, 933-0816 (V), 933-3334 (TTY), and shirachi@hawaii.edu - as early in the semester as possible.

**Advising:** Advising is a very important resource designed to help students complete the requirements of the University and their individual majors. Students should consult with their advisor at least once a semester to decide on courses, check progress towards graduation, and discuss career options and other educational opportunities provided by UH-Hilo. Advising is a shared responsibility, but students have final responsibility for meeting degree requirements.

**Counseling Services:** Counseling services are available to students who need additional support while attending the baccalaureate nursing program. Nursing faculty are available for advising with an intentional focus on preparation of nurse generalists. You are encouraged to align your career focus and full attention to the requirements needed to succeed in all of your nursing courses. Please do not hesitate to share your concerns to faculty who will maintain confidentiality. Any other concerns not in keeping with the mission of the program will be referred to the counselors at Student Services.

**Writing Center Services:** The UH Hilo Writing Center is located in the UH Hilo Mookini Library, 2nd floor, in the PC Lab. Generally student writing tutors are available on a first-come, first-serve basis. Plan accordingly for assistance well ahead of time prior to an assignment deadline if you expect to avail yourself
of these services. Times and days of availability are available from the Center.