

DAEMEN COLLEGE
Department of Nursing
Fall 2013 Syllabus
NUR 453/NUR 453L PROFESSIONAL NURSING PRACTICE III

COURSE INSTRUCTOR: Loralee Sessanna, DNS, RN, CNS, AHN-BC
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Office Hours: Tuesday before class (email to schedule time) &
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CLASS: Room DS 34, Tuesdays, 4 PM to 7 PM
On Campus Dates: 9/3, 9/10, 10/8, 11/5, 12/3
Web-Enhanced Dates: 9/17, 9/24, 10/1, 10/22, 10/29, 11/12, 11/19,
11/26

CLINICAL FACULTY: Dr. Loralee Sessanna
Dr. Karen Kieliszek
Professor Pamela Schmidt

COURSE DESCRIPTION:

In this course, the student applies the nursing process to population-focused nursing of the community. Population-focused nursing care in this course incorporates working with the community as partner, assessing determinants of health, examining available resources within the community, and identifying needs to improve health outcomes of the community. In addition, students collaborate with healthcare professionals and utilize informatics to promote conditions and healthy behaviors to improve population health.

PREREQUISITE:

RN licensure
NUR 316
NUR 317 or permission of the instructor

PLAN:

This 6 credit course offered in one semester consists of 37.5 instructional hours and 90 hours of external learning experiences. This course is taught as web-enhanced, therefore the classroom hours consist of in-class as well as on-line instruction and learning activities.

OBJECTIVES: Upon completion of this course, the student:

- I. Analyzes selected theories affecting community development and functioning.
- II. Assesses protective and predictive factors that influence health of populations.
- III. Assesses the health, healthcare, and preparedness needs of a population.
- IV. Critically analyzes data in determining discrepancies between the needs of the selected population and the health care resources' ability to meet them.
- V. Collaborates with other healthcare professionals and clients to develop culturally sensitive strategies and interventions.
- VI. Demonstrates critical thinking/clinical reasoning when examining human cultures and their contribution to a global society.
- VII. Synthesizes knowledge of psychosocial, historical, political, and cultural influences in the delivery of population based care.
- VIII. Analyzes the community data to identify specific health needs and ability to assume responsibility for self-care of a diverse population.
- IX. Uses evidence-based practice guidelines to guide population focused interventions.
- X. Utilizes informatics in population focused care.
- XI. Develops an intervention plan that contributes to the health and well-being of a population.
- XII. Implements the nursing process to coordinate care of a selected community incorporating the diverse needs and equity in the care of the population.

TEACHING METHODS:

Seminars, lectures, in class discussion and activities, web-based activities, external learning activities and assignments, use of internet resources and databases, use of evidence-based resources, audiovisual aids, weekly external learning conferences, assigned course readings, and group assignments.

REQUIRED TEXTBOOKS:

Allender, J.A., Rector, C., & Warner, K.D. (2014). *Community and public health nursing: Promoting the public's health* (8th ed.). Philadelphia, PA: Wolters Kluwer/Lippincott Williams & Wilkins.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

EVALUATION:

Community Health Aggregate Teaching Paper (see Appendix A)	35% (35) points)
Community Health Aggregate Teaching Plan (see Appendix A)	20% (20 points))
Community Health Group Oral Presentation (see Appendix B)	20% (20 points)
Community Health External Learning Portfolio (see Appendix C)	10% (10 points)
Course Participation/Attendance	15% (15 points)

100% (100 points)

ATTENDANCE AND PARTICIPATION:

Attendance and participation are part of the course grade. Students are expected to attend all on-campus classes, to participate in all web-enhanced classes, and to participate in all assigned external learning experience activities. Students are expected to be on time for class, to be prepared for class, and to participate in assigned classroom and web based learning activities. A student with an absence, a student who is tardy, a student who is repeatedly unprepared, or a student who fails to participate in class (on campus or web-enhanced) will lose points under the class participation and attendance method of evaluation. **An absence from class not discussed with course faculty will result in an automatic 1 point loss for the missed day of class.**

ACADEMIC HONESTY:

Academic honesty and integrity is a fundamental ethic of the College community and of the nursing profession. Within the classroom and clinical setting academic honesty is essential to evaluating student learning and in the presence of dishonesty learning cannot be evaluated. The Department of Nursing's Academic Honesty Policy follows the College policy and is reinforced using the American Psychological Association (APA) (2010) guidelines. The College policy, which can be found on the Web, in the Daemen College Undergraduate Catalog, and in the Graduate Bulletin states,

Academic dishonesty, of which cheating and plagiarism are the most common examples, is a serious violation of the principles of higher education. Daemen College takes the position that academic honesty is to be upheld with the highest degree of integrity. The College has a responsibility to support individual thought and the generation of new ideas. This cannot be done when violations of academic honesty go unchallenged. Examples of academic dishonesty include, but are not limited to:

1. use of any unauthorized assistance in taking quizzes, tests, or examinations;
2. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or
3. the acquisition, without permission, of tests or other academic material belonging to a member of the College faculty or staff;
4. any form of plagiarism, which includes, but is not limited to:
 - a. the use of, by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgement; or
 - b. the unacknowledged use of materials prepared by another person or agency engaged in the selling or distributing of term papers or other academic materials.

In an instance where there has been a violation of the principles of academic honesty, the instructor may choose to follow one or more of a number of possible alternatives including but not limited to: (1) automatic failure of the work; (2) automatic failure of the entire course; (3) recommending expulsion from the degree program; or (4) recommending expulsion from the College. The student may appeal the instructor's determination in accordance with the Grade Appeal Procedure.

It is the responsibility of the student to properly “give credit where credit is due” to both the ideas and words of others (APA, 2010, p.15). It is expected that all work will be cited using the Publication Manual of the American Psychological Association 6th ed. (APA, 2010). If the student has any question regarding what types of materials need citation, they should discuss this with their instructor. Resources that are not adequately acknowledged, whether intended or not intended, is a violation of the Department’s and the College’s policy on Academic Honesty.

“Do not present the work of another as if it were your own” (APA, 2010, p.16).

Direct Quotation: “...material reproduced word for word from another author’s work” (APA, 2010), p. 170) needs to be properly cited.

Paraphrase: “...referring to an idea contained in another work” (APA, 2010, p.171). Rewording another person’s thoughts or ideas in your work needs to be properly cited properly.

References

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Daemen College. (2013). *Academic regulations and standards*. Retrieved from <http://www.daemen.edu/academics/coursecatalog/graduate/Pages/AcademicRegulationsandStandards.aspx> and from <http://www.daemen.edu/academics/coursecatalog/undergraduate/academicregulations/Pages/default.aspx>

ACCOMMODATION OF STUDENTS WITH DISABILITIES:

Daemen College complies with the Rehabilitation Act of 1973, the Americans with Disabilities Act, and applicable state and local laws providing for nondiscrimination against qualified individuals with disabilities. This policy applies to participation in all College programs and activities. Daemen College will also provide reasonable accommodations for qualified individuals with disabilities so that they may participate at a level equivalent with that of non-disabled students. In this connection, Daemen College has established an accommodation assessment procedure for evaluation of requested accommodation in light of legal guidelines.

It is Daemen College's policy to:

Ensure that qualified individuals with disabilities are treated in a nondiscriminatory manner in the admissions process and that qualified students with disabilities are treated in a nondiscriminatory manner with respect to all services, programs and activities.

Keep all medically related information confidential in accordance with the requirements of the Rehabilitation Act, the Americans with Disabilities Act, and the Family Educational Rights and Privacy Act.

Provide qualified applicants and students with disabilities with reasonable accommodation, except where such an accommodation would create an undue hardship on the College.

Daemen Website:

<http://www.daemen.edu/academics/coursecatalog/undergraduate/accreditation/Pages/default.aspx#discriminationin>

* Any student with a documented disability is invited to meet with the NUR 453 course instructor (Dr. Lorelee Sessanna) during office hours to discuss arranging accommodations needed to successfully complete all course requirements and expectations.

GRADING SCALE:

A student must receive a grade of "C" or above in all nursing courses. The Grade Scale for the Undergraduate Nursing Program is as follows:

100 - 94 = A	79 - 77 = C+
93 - 90 = A-	76 - 74 = C
89 - 87 = B+	73 - 70 = C-
86 - 84 = B	69 - 65 = D
83 - 80 = B-	Below 65 = F

FX = Failure due to non-attendance - Equivalent to an F

COURSE ASSIGNMENT EXPECTATIONS:

All course assignments are expected to reflect professionalism, be completed at a college level with regard to neatness, presentation, organization, grammar, spelling, punctuation, legibility, and content, be submitted on time on the assigned due date, and to follow **the American Psychological Association's (2010) Publication Manual of the American Psychological Association (6th ed.)**.

If advanced arrangements have not been negotiated with course faculty, any course assignment submitted after the date it is due will receive **a reduction of one full letter grade on the assignment as a grade penalty**.

COMMUNITY HEALTH EXTERNAL LEARNING EXPERIENCES:

In this course, students work in groups of four to develop and implement a health related educational teaching plan that addresses a health care need or issue found among clients/residents/members/guests attending a community agency/site chosen by the students. The educational teaching plan is based on objectives found in Healthy People 2020 and is guided by the nursing process. Throughout the semester, each student group is mentored by an assigned NUR 453L course clinical instructor as well a community agency/site external learning experience facilitator who works at the chosen community health agency/site.

Students are expected to wear business casual clothes when visiting their community agency/site and for the Group Oral Presentation Day (no blue jeans, sneakers, t-shirts, sweatshirts, etc). Professional appearance, behavior and conduct are expected from students!

Each student is responsible for logging and completing **90 external learning experience hours** during the semester. Each student's external learning experience log should reflect work that the student agreed to be responsible for and complete in their External Learning Experience Group Contract. Depending on each student's contractual group agreement, external learning hours may include, but are not limited to, the following: performing a community aggregate educational needs assessment, conducting a windshield survey, time spent conducting the review of the literature, time spent writing and preparing the Community Health Aggregate Paper, participating in community agency/site visits, group meetings with clinical instructor, attending and participating in student group meetings, time spent on group work toward the completion of required clinical assignments, time spent practicing the community aggregate teaching session, time spent implementing the community aggregate teaching plan, time spent evaluating the community aggregate teaching plan, creating the PowerPoint presentation for the Group Oral Presentation Day, practicing the PowerPoint for the Group Oral Presentation Day, and time spent creating the community health external learning experience portfolio.

*** It is required that all student groups meet with their assigned course clinical faculty on a weekly basis.** Weekly meetings with assigned clinical faculty should be reflected in each student's external learning experience hours log. Meetings are determined and arranged by each student group and their assigned clinical faculty (in-person, online, etc).

* All student group work on the Community Health Aggregate Paper is to be submitted **when due** to the assigned clinical instructor for correction, feedback, and revision. Student groups will make plans with their assigned course clinical instructor regarding when the course clinical instructor will return corrected/revised assignments to each student group.

*** Any student failing to adhere to and fulfill their external learning experience group contractual agreement and responsibilities will be graded separately from their group with points deducted from their grade as determined by their assigned clinical faculty member.** If students have any issues or concerns regarding the student group external learning experience, it is their responsibility to professionally voice them with their group members and/or to their assigned clinical faculty as needed.

The course external learning experience component is graded as either Pass (P) or Unsatisfactory (U).

WEB-ENHANCED (ONLINE) CLASSES:

All web-enhanced (online) classes for NUR 453 are posted on the NUR 453 course Blackboard site. Students are expected to access all NUR 453 web-enhanced classes on Blackboard as scheduled in the course syllabus under the Weekly Class Schedule. Students are expected to participate in and complete all online class assignments and work posted for each online class on the dates they are due. Online class assignments may include reviewing voiceover PowerPoints, use of audiovisual aids and internet resources, case study review, participating in online discussion board questions, and completing selected readings. Assignments due during an online class day are to be submitted by groups via email to their assigned course clinical instructor or as otherwise directed by their assigned course clinical instructor.

NUR 453 & NUR 453L PROFESSIONAL NURSING PRACTICE III
Fall 2013 Weekly Class Schedule

Class Date	Content
<p>Week 1 9/3/13 On Campus</p>	<ul style="list-style-type: none"> ❖ <i>Welcome!</i> Course & Faculty Introduction & Syllabus Review ❖ Class & External Learning Experience Expectations & Requirements <p><u>Seminar Topic(s):</u></p> <ul style="list-style-type: none"> ❖ <i>Introduction to Community Health Nursing</i> ❖ <i>Communication, Collaboration, & Contracting</i> <p><u>Assignment (s):</u></p> <ul style="list-style-type: none"> ❖ Allender et al. Chapters 1 & 10 ❖ Watch YouTube Video: <i>Community Health Promotional Video</i> (posted on Blackboard) ❖ Visit & browse through the <i>New York State Department of Health</i> website (posted on Blackboard) <p><u>In-Class Group Work:</u></p> <ul style="list-style-type: none"> ❖ Student groups determined & group list submitted to Dr. Sessanna. ❖ Student group discussion regarding desired external learning experience community population & agency/site. ❖ <u>Due 9/10/13:</u> Complete the External Learning Experience Student Group Contract. Bring a copy to 9/10/13 class. <p><u>Off Campus Group Work:</u></p> <ul style="list-style-type: none"> ❖ <u>Due by Noon on 9/6/13:</u> Please email the name of the community agency/site your group would like to work with to Dr. Sessanna (lssann@daemen.edu)
<p>Week 2 9/10/13 On Campus</p>	<p><u>Seminar Topics:</u></p> <ul style="list-style-type: none"> ❖ <i>Community Health Nursing: History, Practice, & Settings</i> ❖ <i>Community Health Nursing: Theoretical Basis & The Nursing Process</i> <p><u>Movie:</u></p> <ul style="list-style-type: none"> ❖ <i>Sentimental Women Need Not Apply</i> <p><u>Assignment(s):</u></p> <ul style="list-style-type: none"> ❖ Allender et al. Chapters 2, 3, 14, 15, 30 & 31 ❖ Review website: New York State Nurses Association Public Health Nursing Position Statement (link on Blackboard) ❖ Watch YouTube Video: <i>Making a Difference: Advanced Public Health Nursing</i> (posted on BlackBoard)

<p>Week 2 Con't</p>	<p><u>In-Class Group Work:</u></p> <ul style="list-style-type: none"> ❖ Course clinical instructors assigned to groups. Give copy of External Learning Experience Group Contract to assigned clinical instructor. ❖ Agency/Site and orientation discussed with clinical instructor. Schedule Agency/Site orientation with your clinical instructor. <p><u>Off Campus Group Work:</u></p> <ul style="list-style-type: none"> ❖ Attend Agency/Site Orientation (complete by the week of 9/17/13) and conduct the Problem-Oriented Educational Needs Assessment. Determine and finalize your student group teaching plan topic (<i>Healthy People 2020</i>). ❖ Complete and sign the Community Aggregate Teaching Objectives Form. ❖ Begin working on Community Health Aggregate Paper Introduction, Background (literature review) section, Community Aggregate Description section, Windshield Survey section, and start your APA Reference page.
<p>Week 3 9/17/13 Online</p>	<p><u>Participate in Weekly Meeting with Clinical Instructor</u></p> <p><u>Assignment(s):</u> (on NUR 453 Course Blackboard site):</p> <p><u>Review Voiceover PowerPoint Lecture:</u></p> <ul style="list-style-type: none"> ❖ <i>Community Health Nursing: Research, Evidence-Based Practice & Ethics</i> <p><u>Reading Assignment:</u></p> <ul style="list-style-type: none"> ❖ Allender et al. Chapters 4 & 5 ❖ Article: <i>Public Health Nursing, Ethics, & Human Rights</i> ❖ Article expanding on & reinforcing Chapter 5 content: <i>Respecting Culture and Honoring Diversity in Community Practice</i> <p><u>Please Watch Videos:</u></p> <ul style="list-style-type: none"> ❖ <i>Partnering with Patients for Better Health</i> ❖ <i>Madeleine Leininger: Parts 1 & 2</i> <p><u>Off Campus Group Work:</u></p> <ul style="list-style-type: none"> ❖ <u>Sections Due 9/24/13:</u> Continue working on Community Health Aggregate Paper Introduction, Background (literature review) section, Community Aggregate Description section, Windshield Survey section, & APA Reference page. ❖ Begin work on the Community Health Aggregate Paper: Problem Oriented Educational Needs Assessment section, the Community Aggregate Nursing Diagnosis section, the Community Aggregate Teaching Objectives, Domain of Learning, and Expected Outcomes section, and the Community Aggregate Teaching Plan rough draft.

<p>Week 4 9/24/13 Online</p>	<p><u>Participate in Weekly Meeting with Clinical Instructor</u></p> <p><u>Group Work Due to Clinical Instructor:</u></p> <ul style="list-style-type: none"> ❖ Please email the Introduction, Background, Community Aggregate Description, & Windshield Survey sections and APA Reference page to your clinical instructor. <p><u>Assignment(s):</u> <i>(posted on NUR 453 Course Blackboard site):</i></p> <p><u>Review Voiceover PowerPoint Lecture:</u></p> <ul style="list-style-type: none"> ❖ <i>Health Promotion: Achieving Change Through Education</i> <p><u>Reading Assignment:</u></p> <ul style="list-style-type: none"> ❖ Allender et al. Chapter 11 <p><u>Please Watch Video:</u></p> <ul style="list-style-type: none"> ❖ <i>Determinants of Health: A Framework for Reaching Healthy People 2020</i> <p><u>Off Campus Group Work:</u></p> <ul style="list-style-type: none"> ❖ Once the Community Health Aggregate Paper is returned, work on all revisions/changes/corrections as suggested by your clinical instructor to the Introduction, Background, Community Aggregate Description, & Windshield Survey sections and the APA Reference page. ❖ <u>Sections Due 10/1/13:</u> Continue working on the Problem Oriented Educational Needs Assessment section, the Community Aggregate Nursing Diagnosis section, the Community Aggregate Teaching Objectives, Domain of Learning, and Expected Outcomes section, and the Community Aggregate Teaching Plan.
<p>Week 5 10/1/13 Online</p>	<p><u>Participate in Weekly Meeting with Clinical Instructor</u></p> <p><u>Group Work Due to Clinical Instructor:</u></p> <ul style="list-style-type: none"> ❖ Please email the corrected/revised Introduction, Background, Community Aggregate Description, Windshield Survey & APA Reference page to your clinical instructor <u>along with</u> the Problem Oriented Educational Needs Assessment section, the Community Aggregate Nursing Diagnosis section, the Community Aggregate Teaching Objectives, Domain of Learning, and Expected Outcomes section, and the Community Aggregate Teaching Plan. <p><u>Assignment(s):</u> <i>(on NUR 453 Course Blackboard site):</i></p> <p><u>Review PowerPoint Lecture(s):</u></p> <ul style="list-style-type: none"> ❖ <i>Working with Vulnerable People and the Homeless</i>

<p>Week 5 Con't</p>	<ul style="list-style-type: none"> ❖ <i>Issues with Rural, Migrant, & Urban Health Care</i> <p><u>Reading Assignment:</u></p> <ul style="list-style-type: none"> ❖ Allender et al. Chapters 25, 28, & 29 <p><u>Please Watch Videos:</u></p> <ul style="list-style-type: none"> ❖ <i>Faces of Homelessness</i> ❖ <i>Migrant Farm Workers: Hardworking & Medically Underserved</i> <p>Off Campus Group Work: Once the Community Health Aggregate Paper is returned, work on revisions/changes/corrections as suggested by your clinical instructor <u>to all sections</u> as needed.</p>
<p>Week 6 10/8/13 On Campus</p>	<p><u>Seminar Topic:</u></p> <ul style="list-style-type: none"> ❖ <i>Spirituality as Life Meaning, Purpose, and Connection</i> <p><u>Guest Speaker:</u></p> <ul style="list-style-type: none"> ❖ <i>Faith Community Nursing/Parish Nursing</i> <p><u>Reading Assignment:</u></p> <ul style="list-style-type: none"> ❖ Allender et al. pp. 1025-1029 <p><u>Please Watch Videos</u> (Links on Blackboard):</p> <ul style="list-style-type: none"> ❖ <i>Nursing in the Faith Community</i> ❖ <i>A TED Lecture on Atheism (what religion can teach us): Alain de Bottom</i> <p><u>In Class Group Work:</u></p> <ul style="list-style-type: none"> ❖ Work on finalizing <u>all sections</u> of the Community Health Aggregate Paper up to and including the Community Aggregate Teaching Plan. <p>The final version of the Community Aggregate Teaching Plan and all sections of the Community Health Aggregate Paper up to and including the Community Aggregate Teaching Plan <u>will be due on 10/22/13.</u></p>
<p>Week 7 10/15/13 NO CLASS</p>	<div style="text-align: center;">  <p>ENJOY FALL BREAK EVERYONE!</p>  </div>
<p>Week 8 10/22/13 Online</p>	<p><u>Participate in Weekly Meeting with Clinical Instructor</u></p> <p><u>Group Work Due to Clinical Instructor:</u></p>

<p>Week 8 Con't</p>	<ul style="list-style-type: none"> ❖ Please email the final version of the Community Health Aggregate Paper, <u>up to and including the Aggregate Teaching Plan</u>, to your clinical instructor. <p><u>Assignment(s):</u> <i>(posted on NUR 453 Course Blackboard site):</i></p> <p><u>Review Voiceover PowerPoint Lecture:</u></p> <ul style="list-style-type: none"> ❖ <i>Clients Receiving Home Health and Hospice Care</i> <p><u>Reading Assignment:</u></p> <ul style="list-style-type: none"> ❖ Allender et al. Chapter 32 <p><u>Please Watch Videos:</u></p> <ul style="list-style-type: none"> ❖ <i>Understanding Hospice Care</i> ❖ <i>Types of Hospice Care Services</i> ❖ <i>A TED Talk: Lessons from a Hospice Nurse</i> <p><u>Off Campus Group Work:</u></p> <ul style="list-style-type: none"> ❖ Work on any final revisions to the Community Health Aggregate Paper as suggested by your clinical instructor. ❖ Begin work on creating your PowerPoint Presentation for Group Oral Presentation Day held on 12/3/13.
<p>Week 9 Online 10/29/13</p>	<p><u>Participate in Weekly Meeting with Clinical Instructor</u></p> <ul style="list-style-type: none"> ❖ Once your clinical instructor approves your Community Aggregate Teaching Plan, obtain their Teaching Plan Permission signature on bottom of the Community Aggregate Teaching Objectives & Teaching Plan Permission Form. ❖ Schedule an appointment with your community agency/site facilitator to review and approve your teaching plan. Obtain their signature for permission to implement your teaching plan on bottom of the Community Aggregate Teaching Objectives & Teaching Plan Permission Form. Submit a copy of the signed form to your clinical instructor. ❖ Schedule and confirm a date, time, and place for your group's community aggregate teaching session with your community agency/site facilitator and clinical instructor (<u>designated student teaching weeks are weeks 11 & 12- the week of November 12th and the week of November 19th</u>). <p><u>Assignment(s):</u> <i>(posted on NUR 453 Course Blackboard site):</i></p> <p><u>Review PowerPoint Lecture(s):</u></p> <ul style="list-style-type: none"> ❖ <i>Policy Making and Community Health Advocacy</i> ❖ <i>Global Health and International Community Health Nursing</i> <p><u>Reading Assignment:</u></p> <ul style="list-style-type: none"> ❖ Allender et al. Chapters 13 & 16

	<p><u>Off Campus Group Work</u></p> <ul style="list-style-type: none"> ❖ Student group community aggregate teaching practice ❖ Continue creating PowerPoint presentation for Group Oral Presentation Day held on 12/3/13 ❖ Begin creating your group's External Learning Experience Portfolio
<p>Week 10 11/5/13 On Campus</p>	<p style="text-align: center;">In-Class Group Work/Practice Time (Rooms will be reserved and assigned!) TBA</p> <ul style="list-style-type: none"> ❖ In-class student group practice for community aggregate teaching session with instructor feedback. ❖ In-class group work on PowerPoint presentations for Group Oral Presentation Day with instructor feedback. ❖ In-class group work on External Learning Experience Portfolio. <p><u>Off Campus Group Work:</u></p> <ul style="list-style-type: none"> ❖ Contact community agency/site facilitator to re-confirm date/time/place & availability of equipment/resources needed for implementing your community aggregate teaching plan.
<p>Weeks 11 & 12</p> <p>11/12/13 & 11/19/13</p> <p>Designated Teaching Weeks</p>	<p style="text-align: center;">DESIGNATED COMMUNITY AGGREGATE TEACHING WEEKS</p> <p><u>Participate in Weekly Meeting with Clinical Instructor</u></p> <p><u>Off Campus Group Work:</u></p> <ul style="list-style-type: none"> ❖ Teach your community aggregate! (all group members must attend) ❖ Following the student group community aggregate teaching session, groups will meet to discuss and write the Community Aggregate Teaching Plan Evaluation section, the Future Agency/Site Recommendations for Community Aggregate Education section, the Implications for Future Nursing Research section, the Teaching Challenges, Strengths, and weaknesses section, the paper Abstract and the Group Oral Presentation Day Abstract to be distributed on Group Oral Presentation Day, and the Agency/Site Future Educational Needs Recommendations Letter. ❖ Student groups will write/finalize their Group Process Paper for their External Learning Experience Portfolio. ❖ Student groups are to submit the entire Community Health Aggregate Paper, the Group Oral Presentation Day Abstract to be distributed to participants on Group Oral Presentation Day, and the Agency/Site Letter to clinical instructor for final feedback/corrections/revision. ❖ Work on finalizing the External Learning Experience Portfolio (Due 11/29/13). ❖ Finalize PowerPoint Presentation for Group Oral Presentation Day.

<p>Week 13 11/26/13 Online</p>	<p>Student Group Practice Sessions for Group Oral Presentation Day</p> <p><u>Participate in Weekly Meeting with Clinical Instructor</u></p> <p><u>Group Work Due to Clinical Instructor:</u></p> <ul style="list-style-type: none"> ❖ Submit completed External Learning Experience Portfolio to clinical instructor. ❖ Submit the approved Agency/Site Future Educational Needs Recommendations Letter to your community agency/site. ❖ Practice PowerPoint presentation for Group Oral Presentation Day
<p>Week 14 12/3/13</p> <p>Mandatory On Campus Day</p> <p>8 am to 4 pm</p>	<p style="text-align: center;">GROUP ORAL PRESENTATION DAY (Details to TBA)</p> <p><u>This day is mandatory for all students to attend!</u> Students are expected to attend <u>the entire day.</u> Please make arrangements in advance to assure that you attend the full day. <u>Plan on being on campus from 8 am to 4 pm.</u></p> <ul style="list-style-type: none"> ❖ Remember to bring your PowerPoint Presentation & your Abstract to distribute to Group Oral Presentation Day participants! ❖ Course & Student Evaluations

Happy Winter Break Everyone !!!



Appendix A

Community Health Aggregate Paper

PURPOSE:

This assignment addresses the Educational and Community-Based Program objective set forth by the Centers for Disease Control and Prevention’s (CDC) Healthy People 2020 found at (<http://www.healthypeople.gov/2020/topicsobjectives2020/overview.aspx?topicid=11>).

Under the guidance and mentorship of an assigned course clinical instructor and a community agency/site external learning experience facilitator, students work in groups of four to develop and implement a health related educational teaching plan that addresses a health care need or issue found among clients/residents/members/guests attending a community agency/site chosen by the students. The community aggregate teaching plan is based on objectives found in Healthy People 2020 and is guided by the nursing process.

OBJECTIVES:

The student will:

1. assess the physical, psychosocial, economic, political, cultural, environmental, and educational factors influencing the health of a community aggregate as client.
2. assess the current educational health needs of a community aggregate as client.
3. examine current evidence-based research, databases, and resources focusing on the health needs of a community aggregate as client.
4. critically analyze and synthesize assessment and evidence-based findings to identify a specific educational health need of a community aggregate as client.
5. develop a teaching plan guided by the nursing process addressing the identified educational health need of a community aggregate as client.
6. implement and evaluate a community aggregate educational teaching plan.
7. demonstrate critical thinking, written communication skills, and creativity when developing and implementing a teaching plan focusing on an educational health need of a community aggregate as client.
8. demonstrate ability to professionally collaborate and communicate as a group member when caring for the community as client.
9. gain knowledge, understanding, and experience regarding the role of the community health nurse as educator, advocate, and change agent.

PROCEDURE AND GRADING: (Please follow the Community Health Aggregate Paper student template for this assignment! Posted on Blackboard under Course Documents)

<u>Paper Section:</u>	<u>Points:</u>
A. Introduction.....	2
B. Background: A Review of the Literature.....	5
C. Community Aggregate Description	3
D. Windshield Survey.....	5
E. Problem-Oriented Educational Needs Assessment.....	2
F. Community Aggregate Nursing Diagnosis.....	2
G. Community Aggregate Teaching Objectives, Outcomes, Learning Domains ...	2

Paper Section Con't

Points:

H. Community Aggregate Teaching Plan	20
I. Community Aggregate Teaching Plan Evaluation	4
J. Future Agency/Site Recommendations for Community Aggregate Education.....	2
K. Implications for Nursing Research.....	1
L. Teaching Challenges, Strengths, and Weaknesses.....	2
M. Overall Paper Presentation.....	5

Total Possible Points: 55

Appendix B Group Oral Presentation

PURPOSE:

The purpose of this assignment is to provide students with opportunity to share their community health external learning experience and resulting Community Health Aggregate Paper in the format of a professional, cohesive, and well organized group oral presentation. The group oral presentation is designed to increase student awareness regarding the importance of and need for professionalism, the value and significance of sharing clinical experiences with peers to enhance personal and professional growth and development, the value of collaboration and team work, the importance of developing effective communication skills, the need for personal and group accountability and responsibility, and the importance of critical thinking and creative problem solving.

OBJECTIVES:

The student will:

1. demonstrate ability to work professionally as a group member;
2. gain increased awareness and understanding regarding group dynamics;
3. gain experience creating and delivering a professional presentation;
4. gain poise and self-confidence in presenting to a group;
5. value the importance of presenting clinical experiences to peers to foster insight, knowledge and understanding of professional nursing practice in various settings.

PROCEDURE AND GRADING:

Group Oral Presentations will take place on **December 3, 2013**. Each group will be allowed **20 minutes** for their presentation (15 minutes to present their PowerPoint and 5 minutes for participant questions and feedback). Participating in and attending the entire day is **MANDATORY** for all students enrolled in the course. Students not attending or missing the day entirely will be required to write a paper, 10 pages in length, on a topic assigned by their course clinical instructor. Students leaving the Group Oral Presentation Day early will lose 1 class participation and attendance point and may be subject to the written assignment previously mentioned. Students are expected to attend the full day to support their fellow classmates and to enhance their community nursing knowledge and understanding.

The Group Oral Presentation needs to include the following:

<u>1. PowerPoint Oral Presentation Content</u> (13 points)	<u>Point(s):</u>
a. Introduction	1
b. Background: A Review of the Literature	1
c. Community Aggregate Description	1
d. Windshield Survey	1
e. Problem-Oriented Educational Needs Assessment	1
f. Community Aggregate Nursing Diagnosis	1
g. Community Aggregate Teaching Objectives	1

h. Community Aggregate Teaching Plan	1
i. Community Aggregate Teaching Plan Evaluation	1
j. Agency/Site Future Recommendations for Community Aggregate Education	1
k. Implications for Nursing Research	1
l. Teaching Challenges, Strengths, and Weaknesses	1
m. References (APA; sources cited)	1

2. Overall Group Presentation (7 points) Point(s)

n. PowerPoint presentation was free from grammatical error, was professional, well organized, clear, concise, and presented in logical sequence	2
o. Student presenters spoke clearly, used correct speed and voice tone, maintained eye contact with audience, used appropriate gestures, and exhibited enthusiasm and confidence. Transition between speakers was smooth and professional	1
p. Students were well prepared for their presentation with appropriate materials, notes, and handouts, etc	2
q. Students responded to audience questions appropriately and professionally	2

Total Possible Points: 20 Points

Appendix C
Community Health External Learning Experience Portfolio

PURPOSE:

The purpose of the Community Health External Learning Experience Portfolio is to provide students with experience in organizing a professional compilation of work that demonstrates evidence of meeting NUR 453 and NUR 453L course objectives, requirements, and expectations. The portfolio assignment is additionally designed to provide students and student groups with opportunity to reflect on and synthesize personal and professional growth and development gained throughout the course and through participation in their external learning experience.

OBJECTIVES:

The student will:

1. demonstrate successful achievement of course objectives, requirements and expectations.
2. gain insight and understanding regarding the value and significance of community health nursing concepts, roles, and standards of practice.
3. evaluate and appraise external learning experience participation and reflection as a means for personal and professional growth and development.

PROCEDURE AND GRADING:

Groups are required to place the following documents into a binder to create a portfolio. The binder should be divided into the following sections with a title page separating each section. The portfolio should reflect professionalism (neat, clean, well-organized, correct grammar, etc):

Required Sections/Content:

Points:

1.	A completed and signed External Learning Experience Group Contract	1
2.	A completed and signed Community Aggregate Teaching Objectives & Permission Form	1
3.	A copy of the completed Community Health Aggregate Paper Criteria and Grading Form	1
4.	A final clean copy of the Community Health Aggregate Paper	1
5.	A copy of all professional journal articles/references used for the Community Health Aggregate Paper	1
6.	A completed External Learning Experience Hours Log from <u>every student in your group</u> and all semester group meeting attendance sheets	1
7.	A clean copy of the Group Oral Presentation Criteria and Grading Form	1
8.	A copy of the final PowerPoint presentation used for the Group Oral Presentation	1

Required Sections/Content Con't:

Points:

9.	A one page group process paper reflecting on and describing the experience of working together as a group caring for community as client (<u>must be professional</u>)	1
10.	A copy of the Student Group Agency/Site Future Recommendations Letter..	.5
11.	Overall presentation: portfolio reflects professionalism, is well organized, includes all required sections, and is neat and clean5

Total Possible Points: 10 Points

Portfolio Sections:

- External Learning Experience Group Contract
- Community Aggregate Teaching Objectives & Teaching Plan Permission Form
- Community Health Aggregate Paper Criteria and Grading Form
- Community Health Aggregate Paper
- Community Health Aggregate Paper Journal Articles & References
- Student Group External Learning Experience Hours Logs
- Student Group Meeting Attendance Records
- Group Oral Presentation Criteria and Grading Form
- Group Oral Presentation PowerPoint
- Student Group Agency/Site Future Educational Recommendations Letter
- External Learning Experience Student Group Process Paper