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2018

753-P Communicaty Nursing and Publich Health Policy Practicum

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**Xavier University
College of Professional Sciences
School of Nursing
2018 Fall Semester**

Course Number and Title: NURS 753 Community Nursing and Public Health Policy Practicum

Number of Credits: Two semester credits (2)

Time/Location: 8 clock hours per week for the semester

Clinical: Times and locations as designated by faculty and community clinical sites on Wednesday (5 hours /week; 14 x 15 weeks = **70 hours**.)

Community Hours: Thursday 9:00AM – 12:00PM when not in seminar. Seven weeks X 3 hours/week = **21 hours**.

TOTAL PLANNED CLINICAL HOURS: 70 hours + 21 hours = **91 hours**.

Lab Hours: High Fidelity Simulation (HFS) [1 week X 5 hours]= **5 hours**.
Thursdays, 9:00 AM – 12:00 Noon (Kennedy Auditorium-Conaton Learning Center Room 412),for Low Fidelity Simulation (LFS) Experiences based on Content Experts Presentations (School Health, Safety, Environment/Housing, Human Trafficking, etc.) [8 weeks X 3 hours) = **24 hours**.

TOTAL PLANNED LAB HOURS: 5 hours (HFS) + 24 hours (LFS) = **29 hours**.

TOTAL CLINICAL + LAB HOURS = (91 hours + 29 hours) =120 hours.

CNL Immersions Hours = 10 hours (Diversity Assignment-5 hours/Advocacy Assignment-5 hours)

Prerequisite(s): All NURS 500 and 600 level practicum courses.

Co-requisite(s): NURS 752 Community Nursing & Public Health Policy

Course Description:

NURS 753 Community Nursing/Public Health Policy Practicum: Provides opportunities to assess and analyze the strengths and needs of communities and populations using various community/assessment Frameworks/Models. The partnership role of the community as client/teacher with the holistic nurse is emphasized. The focus is on primary prevention and culturally competent health care management using evidence-based practices to achieve public health policy goals.

Course Objectives:

1. Examine interrelationships of macro and micro health systems as related to the role of Community/Public health nurses.
2. Use epidemiologic methods to describe the state of health of populations or a community.
3. Delineate activities for increased nurse involvement in the policy process.
4. Enact the role of a community health nurse in selected settings.
5. Demonstrate application of the standards of Public Health Nursing Practice in caring for populations.
6. Employ a comparative model to study an international program or a global health policy.

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Faculty:

Kelly Bohnhoff, PhD, RN, MFT, CTS
Assistant Professor
Cohen 127
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Cell: 513-237-1413 (preferred)
E-mail: bohnhoffk@xavier.edu

Clinical Coordinator:

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Phone: 513-745-3857
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Adjunct Faculty:

Nancy Bowers, MSN, RN bowersn1@xavier.edu 513-312-6070	Alyssa Hayes, MSN, RN hayesa4@xavier.edu 513-470-0690	Angel Hock, BSN, BS-RN-BC hocha3@xavier.edu 513-227-4019	Rosanne Hountz, DNP, RN hountzr@xavier.edu 812-528-6423
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Required Text: (same as for NURS 752)

Garcia, C. M., Schaffer, M. A., & Schoon, P. M. (2014). *Population-based Public Health Clinical Manual : The Henry Street Model for Nurses*. Indianapolis, Indiana: Sigma Theta Tau International. Available electronically from XU Library at <http://web.a.ebscohost.com.nocdbproxy.xavier.edu/ehost/detail/detail?vid=0&sid=c5e41dfd-550b-4a3d-b38e-bee9969ffb7d%40sessionmgr4008&bdata=JnNpdGU9ZWZwZG93Q3QtbGl2ZS5yY29wZT1zaXRl#AN=812903&db=nlebk>

Skemp, L. E., Dreher, M. C., & Lehmann, S. P. (2016). *Healthy places, healthy people : a handbook for culturally informed community nursing practice*. Indianapolis, IN : Sigma Theta Tau International, [2016]. Available electronically from XU Library at <http://eds.a.ebscohost.com.nocdbproxy.xavier.edu/eds/results?vid=0&sid=3fbc3c9d-54c2-4fae-9b70-f22456599135%40sessionmgr4006&bquery=Skemp%252c%2BL.%2BE.%252c%2BDreher%252c%2BM.%2BC.%252c%2B%2526%2BLehmann%252c%2BS.%2BP.%2B%282016%2B%29.%2BHealthy%2Bplaces%252c%2Bhealthy%2Bpeople%2B%253a%2Ba%2Bhandbook%2Bfor%2Bculturally%2Binformed%2Bcommunity%2Bnursing%2Bpractice.&bdata=JnR5cGU9MCZzaXRIPWVkey1saXZlJnNjb3BIPXNpdGU%3d>

Milstead, J. A. (2016). *Health policy and politics: A nurse's guide*. Burlington, MA: Jones & Bartlett Learning, [2016]. (No e-copy available at XU Library).

Methods of Instruction:

Conference/guest lectures, small group work, home visits, clinical experience, and Web Base Applications/Media

Attendance:

Clinical practice is an integral part of professional nursing education. The student is expected to be at the clinical site at the agreed upon time. In this course any missed clinical hours must be rescheduled. Should circumstances prevent a student from attending clinical, it will be the responsibility of the student to inform the instructor **and** the preceptor or clinical agency prior to the agreed upon time.

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Attendance Policy for Low Fidelity Simulation (LFS): Attendance is mandatory and students are expected to be in the classroom at 9:00 a.m. Student will have 1 point deducted from the final grade for each 15 minutes tardy. Each student is allotted one “grace” absence. Missed LFS days will result in losing grade point *from the final grade for class* as follows:

- 3 points for 2nd absence
- 6 points for 3rd absence
- 9 points for 4th absence

Professional Behavior:

Refer to Student Handbook. LFS presenters donate their time and expertise to our students. Professional attentiveness is expected. Electronics (computers, iPads, phones) will not be allowed during LFS presentations, with the exception of week one and reviewing materials for screening in the CPS schools. LFS presentations will be held in the Kennedy Auditorium, Conaton Learning Center, Room 412. Water is permitted in the auditorium, but please use a container that has a lid.

Written Work:

All written work must be emailed by the due date and time selected by the clinical faculty member. Any late work will result in 5 points per day being deducted from the original grade.

Evaluation Methods:

Grade Percentage

Clinical Evaluation and Summary based on preceptor and faculty feedback (see Summary of Final Grade)	10%
Population-Based Community Assessment-PART 1	5%
Population-Based Community Assessment-PART 2	5%
Population-Based Community Assessment-PART 3	5%
Population-Based Community Assessment Plan of Care	5%
Journal : See Rubric	5%
Cultural Diversity Reflection: See Rubric	10%
Advocacy Assignment: See Rubric	10%
Population-Based Community Assessment Documentary [Group activity-See Rubric]	30%
- Peer Evaluation: See attachment	5%
Participation in Conference/LFS Presentations: <ul style="list-style-type: none"> • Leadership of one LFS presentation discussion. (5%) • Participation also involves quality of discussion and professionalism during seminar. (5%) 	10%
TOTAL	100%

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Grading Scale

94 and up	=	A	80-82	=	B-
90-93	=	A-	76-79	=	C+
87-89	=	B+	70-75	=	C
83-86	=	B	Below 70	=	F

Xavier Mission

Xavier is a Jesuit Catholic University rooted in the liberal arts tradition. Our mission is to educate each student intellectually, morally, and spiritually. We create learning opportunities through rigorous academic and professional programs integrated with co-curricular engagement. In an inclusive environment of open and free inquiry, we prepare students for a world that is increasingly diverse, complex and interdependent. Driven by our commitment to the common good and to the education of the whole person, the Xavier community challenges and supports students as they cultivate lives of reflection, compassion and informed action.

Academic Honesty (from student handbook)

“The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record, including letters of recommendation.

All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited as is the use of any work untruthfully submitted as one's own.

Penalties for violations of this policy may include a zero for that assignment or test, an "F" in the course and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test or course. If disputes of interpretation arise, the student, faculty member and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination.”

Caveat

The schedule and procedure in this course are subject to change in the event of extenuating circumstances as well as class learning needs and desires.

Students with Disabilities

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me by sharing their Accommodation Letters with me at the beginning of the semester either during office hours or by appointment. Disability related information is confidential. If you have not previously contacted Disability Services, I encourage you to do so by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail to Cassandra Jones at jonesc20@xavier.edu, to coordinate reasonable accommodations as soon as possible as accommodations are not retroactive.

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Social Media

Social media and the internet provide an important medium for sharing information and offers easily accessible methods for mass communication. Nursing students must be aware of the risks and consequences associated with social networking. On-line social networking (e.g., Face book, MySpace, Twitter, blogs, etc.) are open, publicly accessible sites. Unprofessional or unbecoming online behavior undermines not only the nursing student's reputation, but may also have negative implications for Xavier University, and the profession of nursing. Certain violations in the use of social media may expose the offender to criminal and civil liability. Refer to the student handbook or the handbook policy addendum for more information and to view the Social Media Policy <http://www.xavier.edu/nursing/current-students.cfm>

Additional Resource

Office of Student Success
Location: 514 Conaton Learning Commons
Phone: 513-745-3036
Email: studentretention@xavier.edu

The Staff in the Office of Student Success is available to assist students to make the most of their Xavier experience. Personal staff consultations, success coaching, referrals to on-campus Solution Centers, and guiding students to effectively navigate their college experience are central to our work. Please visit www.xavier.edu/student-success to learn more or visit us in the Conaton Learning Commons.

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XAVIER UNIVERSITY
NURS 753 - COMMUNITY NURSING and
HEALTH POLICY PRACTICUM
FALL, 2018
SUMMARY OF FINAL GRADE

Student Name: _____ (printed/typed)

Evaluation Method	Points	Comments:
Clinical Evaluation and Summary based on Preceptor and Faculty Feedback (see Summary of Final Grade)	/10	
Population-Based Community Assessment- PART 1	/5	
Population-Based Community Assessment- PART 2	/5	
Population-Based Community Assessment- PART 3	/5	
Population-Based Community Assessment Plan of Care	/5	
Population-Based Community Assessment Documentary (Group Activity: see Rubric)	/30	
-Peer Evaluation: See Attachment	/5	
Cultural Diversity Reflection (See Rubric)	/10	
Advocacy Assignment (See Rubric)	/10	
Journal (see Rubric)	/5	
Participation in LFS Presentations		
• Leadership of one discussion in the community/after seminar	/5	
• Participation also involves quality of discussion and professionalism during seminar	/5	
TOTAL POINTS	/100	
Missed seminar days _____ (deduct 3/day of absences; 1 grace day allowed)		
FINAL POINTS	/100	

Were course objectives met? (see Course Objectives Evaluation Form)
(Check) YES _____ **NO** _____ * If **no**, contact *Kelly Bohnhoff*.

Letter Grade: _____

Faculty Comments:

Student Signature & Comments: _____ **Date** _____

Faculty Signature: _____ **Date** _____

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NURS 753 - COMMUNITY NURSING and HEALTH POLICY PRACTICUM
COURSE OBJECTIVES EVALUATION-Fall, 2018

✓ Check the appropriate box below. Describe evidence to support the rating in the last column. Student Name _____

Course Objectives	Independent (5) The student met stated objectives without consistent supervision.	Supervised (4) The student met stated objectives under "Independent" but with consistent supervision.	Assisted (3) The student met Stated objectives but requires ongoing assistance to translate concepts to practice.	Provisional (2) The student is unable to complete assignments related to stated objectives in a timely and consistent manner.	Dependent (1) The student is unable to meet the objectives of the course.	Evidence
Examine interrelationships of macro and micro health systems as related to the role of Community/Public Health Nurses.						
Use epidemiologic methods to describe the state of health of populations or a community.						
Delineate activities for increase nurse involvement in the policy process.						
Enact the role of a community health nurse in selected settings.						
Demonstrate application of the Standards of Public Health Nursing Practice in Caring for populations.						
Employ a comparative model to study and international program or a global health policy.						

Note: Student must have a score of 3 or higher on each objective to have met the course objectives. Include written evidence of the student meeting the objective/s based on preceptor feedback shared with faculty, faculty discussions, observations, and interactions with student.

Student Signature: _____ Date: _____ Faculty Signature: _____ Date: _____

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**NURS 753
Community Nursing and Health Care Policy Practicum
Journal Guidelines and Rubric**

Journal Guidelines:

1. Each student will keep an electronic journal; making entries **once a week**.
2. **All entries must include an accounting of time spent in practicum and population-based community assessment activities with the specific date, clinical/seminar experience, and the time in activity (e.g. 8am – 1pm). Population-based community assessment activities have been scheduled on Thursdays from 9:00 a.m. – 12:00 p.m. for 7 weeks. Total number of hours = 21.**
3. The journal serves as a means of self-evaluation and reflection on the clinical experience, the population-based community assessment experience and the topics presented in the seminar. Journal entries are to assist the student in the integration of experiences with course objectives and concepts/knowledge learned in didactic (NURS 752). Students will also reflect on observations/experiences they have related to interprofessional collaborative practice as well as integration of Ignatian values and traditions (SEE XU Values and Traditions Wheel) while working in their clinical site. Reflection on progress in course objectives and integration of knowledge from didactic (NURS 752) should be included on a regular basis.
4. The journal will be due **every Sunday night at 11:59 PM**; and uploaded to Canvas for review by faculty. **The last journal is due on Thursday, December 6, 2018 for the last clinical days activities on Wednesday, 12/5/2018 by 9:00 a.m.**
5. The journal entries should be at least **2 full double spaced pages** in length for each entry.

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**NURS 753
Community Nursing and Health Care Policy Practicum
Journal Guidelines and Rubric**

Student Name: _____

Journal Rubric:

	Possible Points	Points Earned
1. Journal demonstrates self-reflection. Comment:	50	
2. Journal demonstrates integration of concepts and knowledge gained from didactic (N752). Comment:	20	
3. Journal reflects an understanding of inter-professional collaborative practice concepts. Comment:	10	
3. Journal demonstrates an integration of Ignatian values and traditions (see XU Values Wheel).	10	
4. <u>Minimum 2 full double-spaced pages in length per entry;</u> Date/# of hours for that clinical day and cumulative total of practicum hours. Also include # of hours in the community for the week (Thursdays) and cumulative total of community assessment hours. Note: <u>Goal:</u> Total Number of Practicum Hours = 70 hours <u>Goal:</u> Total Number of HFS Hours = 5 hours <u>Goal:</u> Total Number of Community Hours = 21 hours <u>Goal:</u> Total Number of LFS Hours = 24 hours	10	

Comment:

Total Possible Points: 100 **Points Earned:** _____

Average of journal points = 10% of grade

Faculty Name: _____

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**NURS 753
Community Nursing and Health Care Policy Practicum
Cultural Diversity Assignment and Rubric**

Aggregate: Individuals/ families who are homeless or at risk of homelessness.

Objective: Expand awareness of the challenges to health for persons who are homeless through a service and communication learning experience.

Before volunteering read the following articles and play the video game:

1. Clayton, L. H., & Dilley, K. B. (2009). Service learning: population-focused nursing for the homeless at a soup kitchen. *Nurse Educator*, 34(3), 137-139. doi:10.1097/NNE.0b013e3181a026fc
2. Gerber, L. (2014). Caring for the Homeless, an Underserved Population. *Florida Nurse*, 62(2), 19.
3. Stanley, M. J. (2013). Teaching About Vulnerable Populations: Nursing Students' Experience in a Homeless Center. *Journal Of Nursing Education*, 52(10), 585-588. doi:10.3928/01484834-20130913-03
4. Play video game "Spent" at www.playspent.org . Play it at least twice.

Guidelines:

1. Call and arrange a time to volunteer with one of the agencies on the list- preferably in your assigned community (for the assessment).
2. Let the contact know how many will be coming. (Many agencies are limited in the number of students that can come at one time.) This assignment may be completed in groups of up to four but the group MUST get the approval of the agency regarding the number of students to come at one time.
3. Time expectation is 4 - 6 hours at the agency.
4. The type of volunteerism is not as important as the opportunity to meet face to face with persons who are culturally diverse and are without permanent housing. The student is to be professional in this encounter, but it is not meant to be therapeutic.
5. The student will journal about this encounter with examples of interactions with individuals who are facing homelessness. Students should not use full names of clientele or take pictures of the experience.
6. The journal entry should include the date, time, and agency name and contact with a 2 - 3 page reflection on the experience. **Due on November 14, 2018.**
7. The student will share the experience during a seminar day (Thursday). Speak with your assigned Adjunct to schedule a time to share during the semester.

Questions to reflect on:

- a. What is a typical day like for this population?
- b. What are the barriers they face in caring (generally and specific to any illness) for their own health or their family?
- c. What is their access to health care? What barriers do they face in accessing care?
- d. Did the readings, video game and experience provide you with different perspectives that will be useful in future work in nursing? **Describe how.**

See rubric for grading.

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NURS 753

Community Nursing and Health Care Policy and Advocacy Discussion

Purpose:

The purpose of this discussion is to be able, from a population-based, community health nurse/CNL perspective, to discuss the importance of the role of community/population based nurses/CNL's in **global health policy and advocacy** related to the population of interest.

Review the following references and answer the discussion questions:

References:

1. DeBonis, R. (2016). Effects of Service-Learning on Graduate Nursing Students: Care and Advocacy for the Impoverished. *Journal Of Nursing Education*, 55(1), 36-40. doi:10.3928/01484834-20151214-09
2. Ferguson, S. (2015). The World Health Organization: Is It Still Relevant?. *Nursing Economics*, 33(2), 113-116.
3. Jones, M., & Smith, P. (2014). Population-Focused Nursing: Advocacy for Vulnerable Populations in an RN-BSN Program. *Public Health Nursing*, 31(5), 463-471.
4. Kregg-Byers, C., & Schlenk, E. (2010). Implications of Food Insecurity on Global Health Policy and Nursing Practice. *Journal Of Nursing Scholarship*, 42(3), 278-285.
5. Lucatorto, M. A., Thomas, T. W., & Siek, T. (2016). Registered Nurses as Caregivers: Influencing the System as Patient Advocates. *Online Journal Of Issues In Nursing*, 21(3), 5. doi:10.3912/OJIN.Vol21No03Man02
6. Oulton, J. (2006). Nursing succeeds in influencing global health policy. *International Nursing Review*, 53(3), 170.
7. Premji, S. S., & Hatfield, J. (2016). Call to Action for Nurses/Nursing. *Biomed Research International*, 20163127543. doi:10.1155/2016/3127543
8. Smith, B. (2006). The role of nursing leaders in global health issues and global health policy. *Nursing Outlook*, 54(6), 309-310.
9. Van den Heede, K., & Aiken, L. (2013). Nursing workforce a global priority area for health policy and health services research: A special issue. *International Journal Of Nursing Studies*, 50(2), 141-142.

Discussion Questions

1. How does the **broader role of global health policy and advocacy** impact the population of interest?
2. After identifying **one global health issue** related to your population of interest that resonates with you, what role could you play as a community/population-health RN/CNL at the global health policy and advocacy level to address the global health issue identified?
3. What specific activities (chose 3 – 5 activities) would you complete as a community/population-health RN/ CNL to advocate on behalf of the population of interest impacted by the global health issue identified?

Answers to Discussion Questions Due:

Monday, December 3, 2018 at 11:59 p.m.

Response to two peers Due:

Monday, December 10, 2018 at 11:59 p.m.

NOTE: Responses to the questions should be 8-10 sentences for each question with at least 2 references in APA (6th ed) format. Responses to peers should be substantive (e.g. at least one paragraph) that: a) promotes open critical dialogue, b) asking questions, c) promotes critical thinking, and d) promotes community learning. See discussion rubric for grading.

NOTE: Discussion and peer responses are due on the designated dates. Ten percent (10%) will be deducted for all late discussions/responses. Discussions will not be accepted beyond 24 hours of the designated date.

This is a group discussion. See rubric for grading.

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**NURS 753
Community Nursing and Public Health Policy Practicum
Population-Based Community Assessment PARTS 1, 2, & 3**

Purpose and Description:

The purpose of the population-based community assessment process and resulting documentary is to provide the student group with the opportunity to share their learning and understanding of key concepts associated with a multi-step population-based community assessment and analysis using multimedia resources. The population-based community assessment will enable the student group to select a population of interest, and examine one issue effecting the population of interest in the community, neighborhood and/or city where the population of interest live work and play. Based on the population-based community assessment completed in Parts 1 & 2, the student group will implement and evaluate interventions that are evidence-based (Part 3), and describe the role that health policy may play in identifying, sustaining, and evaluating population-based community interventions. Student groups will also gain insight into the community with respect to levels of health care, levels of prevention, and health interventions while incorporating classroom learning to a population-based community context. This student group project provides an opportunity for all members of the clinical group to fully participate. This assignment also aims to advance collaborative skills within a group, within the population of interest, and with community members/stakeholders.

Population-Based Community Assessment Part 1

INITIAL STEPS: During the first week of the semester students will complete an exercise with assigned faculty entitled, "What is a Population of Interest?" The exercise will allow each student assigned a community placement either a school experience (elementary, middle, high school) or a community-based experience (Visiting Nurses Association, Hospice of Cincinnati, and Cincinnati Health Department) [each 8 weeks in length] to brainstorm the kinds of populations they may encounter in their clinical practicums. Students will begin their clinical practicums on Wednesday, August 29, 2018. In the 3rd week of school, students will participate in a guided exercise entitled, "Population-Based Analysis," on Wednesday, September 5, 2018 during NURS 752. During that class, each group will review their population of interest identified in their assigned clinical practicums, complete a population-based analysis and decide which population will be of interest for the population-based community assessment. The community, neighborhood and/or city are selected after the population of interest has been defined and agree upon by the group.

On Thursdays, September 6 & 13, 2018 the group will meet in the community with their assigned faculty to accomplish the following:

1. If possible, meet/interact with the population of interest in their setting (school, home, health department, etc.)
2. Identify stakeholders and community members interested in the population of interest (a population that is "essentially healthy but could improve factors that promote or protect health" (Reference: Keller, L. O., Strohschein, S., & Briske, L. (2008). *Population-based public health nursing practice: The intervention wheel*. Public health nursing: Population-centered health care in the community, 186-214, p. 191). Retrieved August 18, 2016 from, http://www.coursewareobjects.com/objects/evolve/E2/book_pages/stanhope/pdfs/Stanhope_Ch09.pdf
3. Review "Community Level of Practice" in Chapter 3 of Garcia, C. M., Schaffer, M. A., & Schoon, P. M. (2014) pp. 80-81.
4. Review Table 3.5 entitled, "Community Health Assessment Process" in Chapter 3 of Garcia, C. M., Schaffer, M. A., & Schoon, P. M. (2014) p. 82.
5. Review Table 3.6, "Community Assessment" in Chapter 3 of Garcia, C. M., Schaffer, M. A., & Schoon, P. M. (2014) pp. 83-87.

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6. Spend time as a group reviewing the elements of a community assessment which include population “vital signs” (see pg. 81) and the elements outlined in Table 3.6, “*Community Assessment*” in Chapter 3 of Garcia, C. M., Schaffer, M. A., & Schoon, P. M. (2014) pp. 80-89.
7. Review “*Gathering Community Data*” in Chapter 3 of Dreher, M.C., Skemp, L.E. & Lehmann, S.P. (2016) pp. 42-63.
8. Review “*Accessing Public Health Data*” in Chapter 3 of Dreher, M.C., Skemp, L.E. & Lehmann, S.P. (2016) pp. 65-72.
9. Review “*Culturally Informed Community Health Analysis*” in Chapter 3 of Dreher, M.C., Skemp, L.E. & Lehmann, S.P. (2016) pp. 72-74.
10. After group members have discussed and agreed upon which section/s of the community assessment they will research, begin collecting community, neighborhood and/or city assessment data based on where the population of interest lives, works, and plays. See “Vital Signs,” (Mortality Data, Life Expectancy, Years of Potential Life Lost, Morbidity Data, Health Behaviors Data, Health and Life Satisfaction Data, and Functional Health Data. Continue with Table 3.6, “*Community Assessment*,” Part 1: Determinants of Health: Section 1. Biology, Section 2. Behaviors, Section 3. Physical Environment, Section 4. Social Environment, Section 5. Policy and interventions and Part 2: Analysis of Population and Community Health Status-Section A. Health Statistics and Section B. Determining Community Health Priorities, as described in Chapter 3 of Garcia, C. M., Schaffer, M. A., & Schoon, P. M. (2014) pp.83-89.
11. Review the Windshield and Walking Surveys information on page 16 of the course syllabus and pp. 89 – 90, “*Windshield Survey*,” in Garcia, C. M., Schaffer, M. A., & Schoon, P. M. (2014) and discuss next steps for completing the surveys.
12. Discuss potential interviews that need to be completed with the population of interest and community members and assign to group member/s to complete.
13. Review Population-Based Community Assessment Documentary Guidelines and Rubric (p. 15 of the Course Syllabus) to begin discussing the creation of the documentary.

On Thursday, September 27, 2018 the group will meet in the community with their assigned faculty to accomplish the following (Part 1 continued):

1. Spend time as a group reviewing the community assessment data collected by group members as assigned.
2. Review Windshield Survey data and interview information collected by group members as assigned.
3. Gather in additional community assessment data while in the community (if needed).
4. Go to <http://www.healthypeople.gov> and search for the Leading Health Indicator that relates to the population of interest. Discuss how this information informs the public health nursing diagnosis.
5. Begin adding the assessment data into the ASSESSMENT column in the Population-Based Community Assessment Plan of Care. Upload Draft Population-Based Community Assessment Plan of Care in the assignment area for Part 1.
6. Discuss next steps for documentary creation.
7. Review Population-Based Community Assessment Part 2 information.

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Population-Based Community Assessment Part 2:

On Thursday, October 18, 2018 and Thursday, October 25, 2018 the group will meet in the community with their assigned faculty to accomplish the following:

1. If possible, meet/interact with the population of interest in their setting (school, home, health department, etc.)
2. Spend time as a group reviewing the community assessment data collected by group members as assigned in order to create a **Public Health Nursing Diagnosis** for the population of interest.
3. Review, "Public Health Nursing Diagnosis," in Chapter 3 of Garcia, C. M., Schaffer, M. A., & Schoon, P. M. (2014) pp. 78-79.
4. Review Garardi, M. (2014). NANDA-I Nursing Diagnosis Suggestions for the Care of Populations Quick Pick List. Retrieved August 18, 2016 from, https://uic.blackboard.com/bbcswebdav/institution/SCS/270_2591/NU385/master/platinum/project2/List%20of%20Community%20Appropriate%20NANDA%20Diagnoses.doc.
5. After creating the Public Health Nursing Diagnosis, review, "The Public Health Nursing Process," in Chapter 2 of Garcia, C. M., Schaffer, M. A., & Schoon, P. M. (2014) pp. 34-35.
6. Review "Public Health Intervention Wheel," in Chapter 2 of Garcia, C. M., Schaffer, M. A., & Schoon, P. M. (2014) pp. 36-41.
14. Review Keller, L. O., Strohschein, S., & Briske, L. (2008). *Population-based public health nursing practice: The intervention wheel*. Public health nursing: Population-centered health care in the community, 186-214, p. 191). Retrieved August 18, 2016 from, http://www.coursewareobjects.com/objects/evolve/E2/book_pages/stanhope/pdfs/Stanhope_Ch09.pdf
7. Discuss interventions at the community level that will be implemented based on the population of interest, community, neighborhood and/or city level data, public health nursing diagnosis and evidenced-based practice.
8. Review "Public Health Nursing Planning and Implementation Process," in Chapter 3 of Garcia, C. M., Schaffer, M. A., & Schoon, P. M. (2014) pp. 96-100.
9. Review Minnesota Department of Health (March, 2001). Public Health Interventions: Applications for Public Health Nursing Practice. Retrieved August 18, 2016 from, http://www.health.state.mn.us/divs/opi/cd/phn/docs/0301wheel_manual.pdf
10. Review "Evidence-Based Practice," in Chapter 2 of Garcia, C. M., Schaffer, M. A., & Schoon, P. M. (2014) pp. 44-59. Ensure recommended community level interventions are consistent with evidence-based practice.
11. Complete the ASSESSMENT column in the Population-Based Community Assessment Plan of Care and review with faculty.
12. Add the nursing diagnosis to the NURSING DIAGNOSIS column in the Population-Based Community Assessment Plan of Care.
13. Begin adding the planning and interventions information in the PLANNING/INTERVENTIONS column in the Population-Based Community Assessment Plan of Care. Upload Draft Population-Based Community Assessment Plan of Care in the assignment area for Part 2.
14. Discuss next steps for documentary creation.
15. Review Population-Based Community Assessment Part 3 information.

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Population-Based Community Assessment Part 3

On Thursday, November 1, 2018 the group will meet in the community with their assigned faculty to accomplish the following:

1. If possible, meet/interact with the population of interest in their setting (school, home, health department, etc.)
2. Review population of interest, community, neighborhood and/or city level data, public health nursing diagnosis, interventions recommended/implemented, and discuss evaluation.
3. Review "*Public Health Nursing Evaluation*" in Chapter 3 of Garcia, C. M., Schaffer, M. A., & Schoon, P. M. (2014) pp. 100-102.
4. Discuss the evaluation plan for the population of interest based on the assessment, diagnosis, planning/interventions and implementation plan.
5. Complete the PLANNING/INTERVENTIONS column in the Population-Based Community Assessment Plan of Care.
6. Complete population-based community health interventions with the population of interest.
7. Begin adding the evaluation information in the EVALUATION column in the Population-Based Community Assessment Plan of Care. **Note: Final Population-Based Community Assessment Plan of Care is due on Monday, November 19, 2018 at 9:00 a.m.**
8. Discuss next steps for documentary creation.

Population-Based Community Assessment Part 3 (Part 3 continued):

On Thursday, November 15, 2018 the group will meet in the community with their assigned faculty to accomplish the following:

1. If possible, meet/interact with the population of interest in their setting (school, home, health department, etc.)
2. Finalize the evaluation plan for the population of interest based on the assessment, diagnosis, planning/interventions and implementation plan.
3. Complete population-based community health interventions and evaluation with the population of interest.
16. Finalize the evaluation information in the EVALUATION column in the Population-Based Community Assessment Plan of Care. Upload Draft Population-Based Community Assessment Plan of Care in the assignment area for Part 3.
Note: Final Population-Based Community Assessment Plan of Care and Documentary is due on Monday, November 19, 2018 at 9:00 a.m.
4. Discuss next steps for documentary creation.

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NURS 753

**Community Nursing and Public Health Policy Practicum
Population-Based Community Assessment Care Plan**

Student Names: _____ Faculty Name: _____

POPULATION OF INTEREST _____ **Community/County** _____

ASSESSMENT (Supportive Data)	NURSING DIAGNOSIS (Population of Interest/Community Need)	PLANNING/INTERVENTIONS (Public Health Nursing Care Needed) "What can I (we) do for the problem?"	IMPLEMENTATION (Documentation of Care)	EVALUATION "Did I (we) accomplish the goal/s?"
Vital Signs-Mortality Data, Life Expectancy, Years of Potential Life Lost, Morbidity Data, health Behaviors Data, health and Life Satisfaction Data, and Functional Health Data. (List Here)				
Part 1 Determinants of Health (List Here)				
Section 1. Biology (List Here)				
Section 2. Behaviors (List Here)				
Section 3. Physical Environment (List Here)				
Section 4. Social Environment (List Here)				
Section 5. Policy and interventions (List Here)				
Part 2. Analysis of Population and Community Health Status (List Here)				
Section A. Health Statistics (List Here)				
Section A. Determining Community Health Priorities (List Here)				

Note: Use as many pages as needed to document the information required for the population-based community assessment care plan.

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ASSESSMENT (Supportive Data)	NURSING DIAGNOSIS (Population of Interest/Community Need)	PLANNING/INTERVENTIONS (Public Health Nursing Care Needed) "What can I (we) do for the problem?"	IMPLEMENTATION (Documentation of Care)	EVALUATION "Did I (we) accomplish the goal/s?"
Windshield Survey Data (List Here)				
Interview Data (List Here)				
Other:				
Healthy People 2020 Data (List Here)				

Note: Use as many pages as needed to document the information required for the population-based community assessment care plan.

References should be added in APA (6th ed.) to the Plan of Care at the end of the document.

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**Community Nursing and Public Health Policy Practicum
GUIDELINES FOR CREATING THE DOCUMENTARY**

Population-Based Community Assessment Documentary Guidelines and Rubric:

Each clinical group will identify a population of interest and collect community, neighborhood and/or city level assessment data. A nursing diagnosis will be created and planning will take place to identify and implement interventions for the population of interest at the community level. Evaluation of the interventions by the clinical group will also be completed.

The Population-Based Community Assessment Documentary will include the following information:

- Introduction-1 min.
- Content-10 minutes
 - Description of Population of Interest
 - Description of Community
 - Population Characteristics
 - Vital Signs
 - Determinants of Health Information (Part 1 of Population-Based Community Assessment)
 - Biology
 - Behaviors
 - Physical Environment
 - Social Environment
 - Policy and Interventions
 - Analysis of Population and Community Health Status (Part 2 of Population-Based Community Assessment)
 - Health Statistics
 - Policy and Interventions related to Health Statistics
 - Determining Community Health Priorities
 - Public Health Nursing Diagnosis
 - Interventions
 - Evaluation of Interventions
- Conclusion, Summation, Acknowledgements-1 min.

The documentary is **due on Monday November 19, 2018 at 9:00 a.m.** and will be **presented** to faculty, BSN students, and peers on **Thursday, November 29, 2018 in CLC 412 from 9:00 a.m. – 10:30 a.m.** Please feel free to invite community members/stakeholders to the presentation.

XU Media Lab

Paul Weber from the XU Digital Media Lab will be providing an orientation to Digital Media Lab materials and support for the creation of the documentary in NURS 752 on Wednesday, August 29, 2018 at 2:00 p.m.

To review XU Digital Media Lab services here is the hyperlink: <http://www.xavier.edu/digital-media-lab/>

Grading:

This assignment contributes 35% to the student's grade for the course. Refer to the evaluation rubric for additional guidance.

Privacy and Respect:

While creating a video documentary it is important to keep in mind privacy and respect for those around you. Do not add video images to the documentary that you would not feel comfortable sharing. Any video of other people submitted for this assignment must have explicit permission for the video to be taken and shared (see Video Informed Consent). Do not take video images of others without their explicit permission. If you can capture the thought without video-taping others, avoid video images of others.

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Video Documentary Consent Form

I am a graduate nursing student at Xavier University learning how to complete a population-based community assessment as part of my class requirement. We are taking video images of the assets, strengths, and challenges of the community and will be reviewing the video in class with peers and faculty. The video images will not be shared in any other context other than the class, and only the students in the class and faculty members will see the video. Community members will also be invited to see the completed video documentary on Thursday, November 29, 2018 from 9:00 a.m. – 10:30 a.m. on Xavier Campus, Conaton Learning Center Room 412.

I _____ (first/last name) being of legal age, hereby give permission to Xavier University and its authorized agents to create video images, or voice recordings of me for the purposes of the community assessment. I agree that I shall not receive any compensation for my participation. Xavier University will be allowed to use, reproduce, edit, exhibit, project, display, copyright, publish, and/or resell the video images, or voice recordings for the purpose of broadcast, illustration, instruction, education, publicity, marketing or training in any non-profit manner.

I further agree that my participation in the community assessment process confers upon me no rights to use, ownership or copyright. I release Xavier University, its employees, agents, and assigns from all liability which may arise from any and/or all claims by me or any third party in connection with my participation in the community assessment.

I hereby waive any right that I may have to inspect and/or approve the finished product or products or editorial, advertising, or printed copy or soundtrack that may be used in connection therewith and any right that I may have to control the use to which said product, products, copy and/or soundtrack may be applied.

Name (Print)

Signature

Date

Name of Student Videographer:

Note:

Please turn the original signed/dated Video Documentary Consent Form in with your Population-Based Video Documentary assignment on November 19, 2018. This informed consent will be kept with your final Documentary presentation materials.

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**NURS 753
Community Nursing and Public Health Policy Practicum
Population-Based Community Assessment
Windshield and Walking Surveys**

The purpose of the **windshield Survey** is to get a “feel” for the community. Using the Community assessment rubric as a guide, decide as a group what you will be looking at in your drive around the community. It is often best to have several group members do this together. Be aware of the community and its history, be discrete and unobtrusive. You may wish to assign members to driver, navigator, observer and recorder. You may also want to revisit some areas at a different time/day. Be thinking about the people in that community—what are they seeing, breathing, experiencing such as obstacles to healthy living (and encouragers).

The purpose of the **walking survey** of your community is to get a closer observation of the community and to listen to community member(s) description/ assessment of their community. In order to do this, your clinical group will have to contact a member of the community. Check with your school nurse, social service agency, or clinic or possibly a place of worship. You will need to explain your assessment project and your purpose. Ask the nurse/clinician/ social service worker to help you identify a community member that might be willing to give you a walking tour of the community. (This tour may need to be a smaller, targeted area within the community).

Before the tour:

1. Decide on the main question you are trying to answer. What are some questions that may be more specific to further explain issues that you have found in your preliminary look at the community (internet / windshield survey)

Once you have your questions, make a checklist of the questions and those things you would like to observe (maybe it is how kids get home from school or afterschool programs or tai chi in the park).

2. Who will go on the walking tour? Each community is different. Find out what number is needed to get the information and is safe (ask your contacts in the community). You may need to split up covering different parts of the community.

3. Map out the area you will be walking (know your surroundings to some extent).

4. Decide a time and date to do the assessment. Are there activities that you want to observe? Be sure to note the time of day and month that you are assessing. Do activities change based on time, date, etc.?

5. Note observations and information that you gained by having a community member guide you.

See: <http://ctb.ku.edu/en/tablecontents/chapter3-section21-main.aspx> for more guidance on windshield and walking surveys.

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**NURS 753
Community Nursing and Public Health Policy Practicum Peer Evaluation
For the Population-Based Community Assessment Documentary**

The population-based community assessment process is a group assignment which will culminate in a 10 – 12 minute Documentary that will be shown to Faculty, BSN students, and peers on Thursday, 11/29/2018 from 9:00 a.m. – 10:30 a.m. during seminar. It is expected that all members of the clinical group participate fully in this assignment. Students will evaluate each of their team members on the following.

Give each of your team members a point for the following:

- Participated in the identification of the population of interest; adding valuable ideas and suggestions.
- Participated in the planning of the community assessment; adding valuable ideas and suggestions.
- Gathered assigned data from the internet and reported back to group in timely fashion.
- Participated in the planning and implementation of community-based interventions based on community assessment data; adding valuable ideas and suggestions.
- Participated in the planning and implementation of evaluation activities based on the community-based interventions; adding valuable ideas and suggestions.
- Participated in interviewing at least one community member as assigned.
- Participated in collecting windshield survey data and walking survey data as agreed upon.
- Completed assigned portion of the population based community assessment Documentary and provided it to the appropriate person *on time*.

Team members name	Score (0-5)

Once completed, please provide the completed peer evaluation to your faculty member no later than December 6, 2018 at 9:00 a.m.

Faculty Name: _____

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**NURS 753
Community Nursing and Public Health Policy Practicum
Group Discussion-Leadership**

Attendance and participation in Low Fidelity Simulation (LFS) presentations, student conferences, and community assessment time is expected. Students are expected to show respect to the speakers by being prompt, giving speaker and discussion leader full attention, and participating in activities or discussion. Cell phones and laptops will be silenced and put away during speaker presentations, community time devoted to completing assessment activities, and student conferences. Each student will prepare and bring a relevant NCLEX question to the discussion to share with the group.

Discussions within your clinical group while completing activities related to identifying a population of interest, community assessment, planned community interventions, and evaluation of the interventions are a great opportunity to practice skills of leadership. Each student will be **assigned one aspect of the Population-Based Community Assessment Documentary** in order to lead the clinical group discussion during community assessment time and/or after the LFS speaker's presentation beginning **8/23/2018**. There can be more than one student who leads the discussion in one week. Discussions should include concepts discussed in N752 didactic, application of speakers' content (if applicable), next steps related to group projects (identifying population of interest, community assessment, interventions, evaluations, and diversity assignment) and facilitating a discussion on practicum experiences of group members (e.g. opportunities, challenges, and lessons learned). Faculty will facilitate the assignment of documentary activities on **September 6, 2018** when the clinical group meets in the community for the first time. Discussions during conferences will be approximately **20-30 minutes** in length. **The last opportunity for group discussion will be Thursday, 11/8/2018.**

Student Name: _____ Documentary Assignment: _____

- Introduction-1 min. (all students participate)
- Content-10 minutes
 - Description of Population of Interest
 - Description of Community
 - Population Characteristics
 - Vital Signs
 - Determinants of Health Information (Part 1 of Population-Based Community Assessment)
 - Biology
 - Behaviors
 - Physical Environment
 - Social Environment
 - Policy and Interventions
 - Analysis of Population and Community Health Status (Part 2 of Population-Based Community Assessment)
 - Health Statistics
 - Policy and Interventions related to Health Statistics
 - Determining Community Health Priorities
 - Interventions
 - Evaluation of Interventions
 - Public Policy Recommendations
- Conclusion, Summation, Acknowledgements-1 min. (all students participate)

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**NURS 753
Community Nursing and Public Health Policy Practicum
Group Discussion-Leadership Rubric**

Group Discussion Leadership Rubric	Points	Comments
Student leader was prepared to lead the discussion a. Concepts discussed in N752 didactic that inform next steps for completing the identification of the population of interest, community assessment activities, community interventions, and the evaluation process. b. Discussed documentary progress and next steps based on the information assigned. c. Aware of timely work needs on group project (e.g. identification of population of interest, community assessment activities, interventions, evaluation, and diversity assignment) d. Had prompts prepared for eliciting discussion of practicum settings e. Guided group to connect experiences with didactic content. f. Lead the discussion of NCLEX questions.	/40	
Student leader was aware of time and kept conversation moving in a respectful manner.	/20	
Student leader elicited conversation from all group members, assuring that all were heard.	/20	
Student leader made assignments or reminders for future activity, as appropriate.	/10	
Student leader was professional in appearance and manner.	/10	
TOTAL	/100	

Faculty Name: _____

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Week	Monday 9:00 – 10:50 a.m. Cohen 194	Concepts, Active Learning Activities, Quiz, Discussion, Assignment	Wednesday's Clinical Day (5 hours) 2:00 – 3:50 p.m. Cohen 194	Concepts, Active Learning Activities, Quiz, Discussion, Assignment	Thursday (Seminar & Community Time) 9:00 a.m. – 12:00 noon CLC 412	Seminar Topic Activities 9AM – 12 NOON CLC 412
1	Aug 20	Fun Orientation Activities-3X5 cards, photo roster-Review N752 Canvas, Syllabus, Calendar, Assignments	Aug 22 9 A - 12 noon Cohen Room 190	Fun Orientation Activities, N753, (see Seminar Calendar) SYLLABUS QUIZ AND READINGS DUE <u>In-Class Exercise:</u> Healthy People 2020 (population of interest)	Aug 23	CLC 412- School Based Health and Screening (3 hour lab)
2	Aug 27	GSS: Part I, Chapter 1: Intro to Public health Nursing Practice- Client, Community, Health determinants, Social determinants of health, Health Status, Levels of Prevention (Primary, Secondary, Tertiary), Population, Population-based practice, Public health, Public health nursing, System Interprofessional Collaborative Practice DSL: Chapter 1: The Cultural Framework of Community Health <u>In-Class Exercise:</u> Foundational Concepts for Public	Aug 29 FIRST MIDAS CLINICAL DAY SITE 1	2:00 p.m. – 3:00 p.m. Paul Weber, Media Lab Presentation GSS: Part 1, Chapter 2: Evidenced-Based Public Health Nursing Practice- Evidenced-based practice, Public Health Interventions DSL: Chapter 2: Culturally Informed Community Health Practice <u>In-Class Exercise:</u> Foundational Concepts for Public Health Nursing Practice (continued)	Aug 30	CLC 412- Community Safety Lab; Community and Population Health Data Lab (1 hour lab) BREAK OUT SESSIONS TO MEET WITH FACULTY (2 hours)

Legend:

GSS = Garcia, Schaffer, & Schoon (2014). Population-based Public Health Clinical Manual : The Henry Street Model for Nurses.

DSL = Dreher, Skemp, & Lehmann (2016). Healthy places, healthy people: A handbook for culturally informed community nursing practice.

JAM = Health policy and politics: A nurse's guide.

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Health Nursing Practice						
Week	Monday 9:00 – 10:50 a.m. Cohen 194	Concepts, Active Learning Activities, Quiz, Discussion, Assignment, SAM Test Practice	Wednesday’s Clinical Day (5 hours) 2:00 – 3:50 p.m. Cohen 194	Concepts, Active Learning Activities, Quiz, Discussion, Assignment, SAM Test Practice	Thursday (Seminar & Community Time) 9:00 a.m. – 12:00 noon CLC 412	Seminar Topic Activities 9AM – 12 NOON CLC 412
3	Sep 3	LABOR DAY-NO CLASS	Sep 5	GSS: Part 1, Chapter 2: Evidenced-Based Public Health Nursing Practice-Evidenced-based practice, Public Health Interventions DSL: Chapter 2: Culturally Informed Community Health Practice (continued)- <u>In-Class Exercise:</u> Foundational Concepts for Public Health Nursing Practice (continued) <u>In-Class Exercise:</u> Population-Based Analysis (Groups will finalize their population of interest and community today)	Sep 6	Community Assessment Time (3 hours) <i>Population-Based Community Assessment-PART 1</i>

Legend:

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Week	Monday 9:00 – 10:50 a.m. Cohen 194	Concepts, Active Learning Activities, Quiz, Discussion, Assignment, SAM Test Practice	Wednesday's Clinical Day (5 hours) 2:00 – 3:50 p.m. Cohen 194	Concepts, Active Learning Activities, Quiz, Discussion, Assignment, SAM Test Practice	Thursday (Seminar & Community Time) 9:00 a.m. – 12:00 noon CLC 412	Seminar Topic Activities 9AM – 12 NOON CLC 412
4	Sep 10	GSS: Part II, Chapter 3: Community, Community Assessment, Electronic Health Records, Family Assessment, Health Status Indicators, Public Health Informatics, Public Health Nursing Process ASSIGNMENT #1 DUE: PICTURE THIS (Part 2-In-Class) DSL: Chapter 3: Learning the Culture and Health of Communities, pp. 39-53	Sep 12 SIM-HOCH 9 A – 12 P	GSS: Part II, Chapter 4: Review information in class-Utilizes Basic Epidemiological Principles in Public Health Nursing Practice- Epidemiology, Agent, Environment, Epidemic, Epidemiological Triangle, Host, Immunity DSL: Chapter 3: pp. 53-74.	Sep 13	Community Assessment Time (3 hours) Population-Based Community Assessment-PART 1 (continued)
5	Sep 17	GSS: Part II, Chapter 5: Utilizes Collaboration to Achieve Public Health Goals- Collaboration, Community Asset, Interprofessional Collaboration, Partnership GSS: Chapter 5 DSL: Chapter 4: The Practice Project JAM: Chapter 9: Interprofessional Practice, Education, and Research	Sep 19 SIM-HOUNTZ 9 A – 12 P	GSS: Part II, Chapter 5: Utilizes Collaboration to Achieve Public Health Goals- Collaboration, Community Asset, Interprofessional Collaboration, Partnership DSL: Chapter 5: Discovering the Culture of Your Community	Sep 20	CLC 412-TBD

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Week	Monday 9:00 – 10:50 a.m. Cohen 194	Concepts, Active Learning Activities, Quiz, Discussion, Assignment, SAM Test Practice	Wednesday's Clinical Day (5 hours) 2:00 – 3:50 p.m. Cohen 194	Concepts, Active Learning Activities, Quiz, Discussion, Assignment, SAM Test Practice	Thursday (Seminar & Community Time) 9:00 a.m. – 12:00 noon CLC 412	Seminar Topic Activities 9AM – 12 NOON CLC 412
6	Sep 24	GSS: Part II, Chapter 6: Works Within the Responsibility and Authority of the Governmental Public Health System- Local Public Health Department, Medical Model, Public Health Model JAM: Chapter 2: Agenda Setting, Chapter 3: Government Response: Legislation, Chapter 4: Government Regulation-Parallel and Powerful	Sep 26 FIRST MIDAS CLINICAL DAY SITE 2	GSS: Part II, Chapter 6: Works Within the Responsibility and Authority of the Governmental Public Health System- Local Public Health Department, Medical Model, Public Health Model	Sep 27	Community Assessment Time (3 hours) Population-Based Community Assessment-PART 1 (continued)

Legend:


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Week	Monday 9:00 – 10:50 a.m. Cohen 194	Concepts, Active Learning Activities, Quiz, Discussion, Assignment, SAM Test Practice	Wednesday's Clinical Day (5 hours) 2:00 – 3:50 p.m. Cohen 194	Concepts, Active Learning Activities, Quiz, Discussion, Assignment, SAM Test Practice	Thursday (Seminar & Community Time) 9:00 a.m. – 12:00 noon CLC 412	Seminar Topic Activities 9AM – 12 NOON CLC 412
7	Oct 1 (online)	GSS: Part II, Chapter 7: Practices Public Health Nursing Within the Auspices of the Nurse Practice Act- Confidentiality, Delegation, Nurse Practice Act, Professional Boundaries, Supervision <i>Population-Based Community Assessment-PART 1 DUE</i>	Oct 3 (online)	GSS: Part II, Chapter 7: Practices Public Health Nursing Within the Auspices of the Nurse Practice Act- Confidentiality, Delegation, Nurse Practice Act, Professional Boundaries, Supervision	Oct 4 (HOLIDAY NO CLASS)	 Break
8	Oct 8	GSS: Part II, Chapter 8: Effectively Communicates With Communities, Systems, Individuals, Families, and Colleagues- Health Literacy, Motivational Interviewing, Social Marketing DSL Chapter 6: Determining the Health of Your Community	Oct 10	GSS: Part II, Chapter 8: Effectively Communicates With Communities, Systems, Individuals, Families, and Colleagues- Health Literacy, Motivational Interviewing, Social Marketing DSL: Chapter 6: Determining the Health of Your Community	Oct 11	CLC 412- Telehealth Lab (3 hour lab)

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NURS 752 AND NURS 753 PLANNING CALENDAR FALL 2018 (version 08.17.2018)

Week	Monday 9:00 – 10:50 a.m. Cohen 194	Concepts, Active Learning Activities, Quiz, Discussion, Assignment, SAM Test Practice	Wednesday's Clinical Day (5 hours) 2:00 – 3:50 p.m. Cohen 194	Concepts, Active Learning Activities, Quiz, Discussion, Assignment, SAM Test Practice	Thursday (Seminar & Community Time) 9:00 a.m. – 12:00 noon CLC 412	Seminar Topic Activities 9AM – 12 NOON CLC 412
9	Oct 15	COMMUNITY ASSESSMENT AND DOCUMENTARY-PROGRESS REVIEW-In Class Activity	Oct 17 SIM-BOWERS 9 A – 12 P FIRST MIDAS CLINICAL DAY SITE 3	PROGRESS REVIEW OF HOURS-In Class Activity	Oct 18	Assessment Time (3 hours) Population-Based Community Assessment-PART 2
10	Oct 22	GSS: Part II, Chapter 9: Establishes and Maintains Caring Relationships with Communities, Systems, Individuals, and Families- Caring, Professional Relationships	Oct 24 (online)	GSS: Part II, Chapter 10: Shows Evidence of Commitment to Social Justice, the Greater Good, and the Public Health Principles- Advocacy, Civic Engagement, Community Engagement, Health Equity, Human Rights, Health Disparities, Social Justice, Market Justice DSL: Chapter 8: Leading Culturally Informed Community Action JAM: Chapters 1 & 5: Advanced Practice Registered Nurses and Public Policy Naturally and Policy Design	Oct 25	Community Assessment Time (3 hours) Population-Based Community Assessment-PART 2 (continued)

Legend:

GSS = Garcia, Schaffer, & Schoon (2014). Population-based Public Health Clinical Manual : The Henry Street Model for Nurses.

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NURS 752 AND NURS 753 PLANNING CALENDAR FALL 2018 (version 08.17.2018)

Week	Monday 9:00 – 10:50 a.m. Cohen 194	Concepts, Active Learning Activities, Quiz, Discussion, Assignment, SAM Test Practice	Wednesday's Clinical Day (5 hours) 2:00 – 3:50 p.m. Cohen 194	Concepts, Active Learning Activities, Quiz, Discussion, Assignment, SAM Test Practice	Thursday (Seminar & Community Time) 9:00 a.m. – 12:00 noon CLC 412	Seminar Topic Activities 9AM – 12 NOON CLC 412
11	Oct 29	GSS: Part II, Chapter 11: Demonstrates Nonjudgmental and Unconditional Acceptance of People Different from Self- Nonjudgmental, Unconditional, Acceptance Population-Based Community Assessment-PART 2 (DUE) DSL: Chapter 7: Laying the Foundation for a Healthy Community Agenda	October 31	GSS: Part II, Chapter 11: Demonstrates Nonjudgmental and Unconditional Acceptance of People Different from Self- Nonjudgmental, Unconditional, Acceptance DSL: Chapter 7: Laying the Foundation for a Healthy Community Agenda JAM: Chapter 6: Policy Implementation	Nov 1	Community Assessment Time (3 hours) Population-Based Community Assessment-PART 3 (Implement Intervention and Evaluation)

Legend:

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Week	Monday 9:00 – 10:50 a.m. Cohen 194	Concepts, Active Learning Activities, Quiz, Discussion, Assignment, SAM Test Practice	Wednesday's Clinical Day (5 hours) 2:00 – 3:50 p.m. Cohen 194	Concepts, Active Learning Activities, Quiz, Discussion, Assignment, SAM Test Practice	Thursday (Seminar & Community Time) 9:00 a.m. – 12:00 noon CLC 412	Seminar Topic Activities 9AM – 12 NOON CLC 412
12	Nov 5	GSS: Part II, Chapter 12: Incorporates Mental, Physical, Emotional, Social, Spiritual, and Environmental Aspects of Health Into Assessment, Planning, Implementation, and Evaluation- Assessment, Environmental, Holistic, Intervention, and Spiritual JAM: Chapter 7: Program Evaluation, Chapter 8, The Impact of Social Media and the Internet in Healthcare Decisions, Chapter 10: Overview-The Economics and Finances of Healthcare	Nov 7 SIM-HAYES 9 A – 12 P	GSS: Part II, Chapter 12: Incorporates Mental, Physical, Emotional, Social, Spiritual, and Environmental Aspects of Health Into Assessment, Planning, Implementation, and Evaluation- Assessment, Environmental, Holistic, Intervention, and Spiritual PHOTOVOICE ASSIGNMENT #2 DUE (Part 2: In-Class Active Learning Exercise)	Nov 8	CLC 412- Interprofessional Collaborative Lab: Crime, Violence and Health (2 hour lab) 11:00 a.m. – 12:00 p.m. LAST DAY FOR SEMINAR/CONFERENCE PARTICIPATION (GROUP DISCUSSION/LEADERSHIP ASSIGNMENT)

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Week	Monday 9:00 – 10:50 a.m. Cohen 194	Concepts, Active Learning Activities, Quiz, Discussion, Assignment, SAM Test Practice	Wednesday's Clinical Day (5 hours) 2:00 – 3:50 p.m. Cohen 194	Concepts, Active Learning Activities, Quiz, Discussion, Assignment, SAM Test Practice	Thursday (Seminar & Community Time) 9:00 a.m. – 12:00 noon CLC 412	Seminar Topic Activities 9AM – 12 NOON CLC 412
13	Nov 12	Continuation of 11/8/2017 activities- GSS: Part II, Chapter 12: PHOTOVOICE ASSIGNMENT #2 DUE (Part 2: In-Class Active Learning Exercise) <i>Population-Based Community Assessment-PART 3 (DUE)</i>	Nov 14 FIRST MIDAS CLINICAL DAY SITE 4	GSS: Part II, Chapter 13: Demonstrates Leadership in Public Health Nursing with Communities, Systems, Individuals, and Families- Authentic Leadership, Shared Leadership, Transformational Leadership JAM: Chapter 11: Global Connections (N753)-CULTURAL DIVERSITY ASSIGNMENT DUE	Nov 15	Community Assessment Time (3 hours) <i>Population-Based Community Assessment-PART 3 (Implement Intervention and Evaluation)</i> <i>[continued]</i>
14	Nov 19	ASSIGNMENT #3- THEORY AT A GLANCE (Completed in-class) ASSIGNMENTS NURSING CARE PLAN & DOCUMENTARIES DUE Authentic Leadership	Nov 21 (HOLIDAY NO CLASS)	 HAPPY THANKSGIVING	Nov 22 (HOLIDAY NO CLASS)	 HAPPY THANKSGIVING

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		Assignment (completed in-class)				
Week	Monday 9:00 – 10:50 a.m. Cohen 194	Concepts, Active Learning Activities, Quiz, Discussion, Assignment, SAM Test Practice	Wednesday's Clinical Day (5 hours) 2:00 – 3:50 p.m. Cohen 194	Concepts, Active Learning Activities, Quiz, Discussion, Assignment, SAM Test Practice	Thursday (Seminar & Community Time) 9:00 a.m. – 12:00 noon CLC 412	Seminar Topic Activities 9AM – 12 NOON CLC 412
15	Nov 26	ASSIGNMENT #4- REFLECTION XU MISSION (IN-CLASS) ASSIGNMENT #5 INTRODUCTION OF VIDEO DOCUMENTARIES (IN-CLASS)	Nov 28 (online)	Emergency Preparedness plans and coordination with local, regional, and National Incident Management System	Nov 29	CLC 412- MIDAS Presentation of Documentaries 9:00 AM – 10:30AM MIDAS students assigned to BSN Community Presentations (Posters) next week Sign-Up for Faculty Evaluation Meetings next Thursday, 12/7/2017 BRING LAPTOP All faculty/students complete speaker evaluation forms, students complete course evaluations (N752/N753),
16	Dec 3	NO CLASS Work on Group ASSIGNMENT- Population-Based Community Health Nursing/CNL Policy Presentation Health Care Policy and Advocacy Discussion Due	Dec 5 LAST CLINICAL DAY	ASSIGNMENT- Population-Based Community Health Nursing/CNL Policy Presentation (IN-CLASS) PEER EVALUATIONS (IN-CLASS)	Dec 6	CLC 412- Last Journal Due Today at 9:00 a.m.*** 9:00 a.m. – 11:30 a.m. BSN Community Project Poster Presentation Cintas Center Faculty and Students: Ensure that you have completed all student evaluation meetings by today.

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FINALS WEEK	Dec 10	NO CLASS Health Care Policy and Advocacy Discussion- Response to two peers Due	Dec 12	NO CLASS	Dec 13	FACULTY MEETING FROM 9:30 a.m. – 12:30 p.m. (Light Brunch Provided) to review semester and turn in paperwork. Meeting room TBD Grades will be entered TODAY.
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NURS 471-Community Health Nursing Practicum

NURS 753 – Practicum for Community Nursing and Public Health Policy

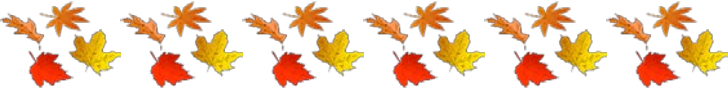
Overview: The Community Nursing Practicum is unique. Clinical instructors will either be onsite or immediately available per cell phone on clinical days and will visit the site regularly. For BSN students, you will have 6 hours at a clinical site each week. MIDAS students will have 5 hours at a clinical site each week. In addition, you will have time (usually on Thursday morning) for your group’s community or population health project, debriefing on you community experience, and practicing community/population health skills or interprofessional collaborative skills in a simulated lab setting. Each lab will have a specific focus with preparation expected beforehand.

Week	Tuesday BSN Clinical Day 6 hours	Wednesday MIDAS Clinical Day 5 hours	Thursday (9:00 a.m. – 12:00 p.m.) Kennedy Theatre: Conaton Learning Center -CLC 412 Assigned seating areas for each clinical group – sit with your clinical instructor
Week 1	<p>8-21-18 8AM- 10:30AM Arrupe Room in Gallagher Student Center (& 12P-2P in Cohen Lab)</p> <p>-Review syllabus and course calendar -Meet with your clinical instructor, exchange contact information -decide on simulation preferences -Get information on clinical sites -Discuss community project -Review and complete CHD forms</p>	<p>8-22-18 9A – 12P (Cohen 190)</p> <ul style="list-style-type: none"> ✓ Go through the syllabus with Dr. Bohnhoff ✓ Meet with your practicum faculty ✓ Exchange contact information and get information about your first practicum placement ✓ Population-Based group exercise ✓ Discuss SIMs (Hospice vs. Non-Hospice) ✓ Complete CHD Confidentiality Form ✓ Injection skills practice with practicum faculty 	<p>8-23-18: School Based Health and Screening (3 hour lab) CLC 412 Kennedy Auditorium (with breakout sessions as indicated below)</p> <p>Prior to attending this lab please review the following materials on Canvas:</p> <p>-CPS Screening Materials: Hearing, Vision, Asthma (ACT), and student encounter form -Also, read Confidentiality P&P document, Confidentiality Responsibility Document, Employee Security Agreement and Notice of Privacy Practices. Print and sign the Confidentiality Responsibility Acknowledgement Form and bring it with you to seminar. -Bring Stethoscopes and CHD Confidentiality Responsibility Acknowledgment form. <i>-You may bring your computer with you.</i></p> <p>9:00am-9:45am: Vision, Hearing, Dental, and Asthma Assessments Dawn Jansen, RN and Sue Burton, RN</p> <p>10:00a- 12:00pm.: Breakout Skills Session -Vision/Hearing and Dental/ACT: Practice in clinical group in CLC 412 or small study room in CLC, attend audiometer training as indicated below.</p> <p><u>You are to practice taking blood pressures so bring your stethoscope and sphygmomanometer.</u></p> <p>-Hearing: CLC 414 Study Room 10:00a-10:30a: 753-Hayes 10:30a-11:00a: 753-Bowers 11:00a-11:30a: 753-Hoch 11:30a-12:00p: 753-Hountz</p> <p>-Hearing: CLC 415 Study Room 10:00a-10:30a: 471-01, 02 10:30a-11:00a: 471-03, 04, 11:00a-11:30a: 471-05, 06 11:30a-12:00p: 471- 07</p>


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Week	Tuesday BSN Clinical Day 6 hours	Wednesday MIDAS Clinical Day 5 hours	Thursday (9:00 a.m. – 12:00 p.m.) Kennedy Theatre: Conaton Learning Center -CLC 412 Assigned seating areas for each clinical group – sit with your clinical instructor
Week 1	-Injection skills practice (Cohen) <u>12p-12:30p</u> Sec 01, 02 <u>12:30p-1:00p</u> Sec 03, 04 <u>1:00p-1:30p</u> Sec 05, 06 – <u>1:30p-2:00p</u> Sec 07	See above	See above
Week 2	8-28-18 6 hours clinical site	8-29-18 5 hours clinical site FIRST MIDAS CLINICAL DAY SITE 1	8/30/2018: Community Safety Lab; Community and Population Health Data Lab -Review materials on canvas prior to attending -You may bring your computer with you this day for data lab 9:00 a.m. – 10:00 a.m. Orientation/Resources for Community Assessment Interprofessional Partner: Daphne Miller, Xavier University Library 10:00 a.m. – 12:00 p.m. -All others: Breakout session for students to meet with faculty.
Week 3 (Journal due 11:59 p.m. on Sunday)	9-4-18 6 hours clinical site	9-5-18	9-6-18 BSN Community Project (3 hours) -Windshield and Walking Survey -Arrange location for group and faculty meeting -Make plans to contact community members, relevant organizations, or government officials to get their input on the community as available MIDAS Population-Based Community Assessment PART 1 (3 hours)
Week 4 (Journal due 11:59 p.m. on Sunday)	9-11-18 6 hours clinical site	9-12-18 SIM-HOCH 9 A – 12 P	9-13-18 BSN Community Project (3 hours) -Continue gathering assessment data -Visit relevant community agencies, organizations, businesses, and other stakeholders -Complete ongoing Assessment data MIDAS Population-Based Community Assessment PART 1 (Continued) [3 hours]
Week 5 (Journal due 11:59 p.m. on Sunday)	9-18-18 6 hours clinical site	9-19-19 SIM-HOUNTZ 9 A – 12 P	9-20-18 TBD

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Week 6 (Journal due 11:59 p.m. on Sunday)	9-25-18 6 hours clinical site	9-26-18 FIRST MIDAS CLINICAL DAY SITE 2	9-27-18 BSN Community Project (3 hours) -Prioritize community health priority problem diagnoses based on assessment data MIDAS Population-Based Community Assessment PART 1 (Continued) [3 hours]
Week 7 (Journal due 11:59 p.m. on Sunday)	10-2-18 6 hours clinical site	10-3-18	10-4-18 FALL BREAK: NO COURSE ACTIVITIES 
Week 8 (Journal due 11:59 p.m. on Sunday)	10-9-18 6 hours clinical site	10-10-18	10-11-18 9:00 a.m.-12:00 p.m. Telehealth Lab Devon Lehman, MSN, RN, CCRN, Kandi Fischer, MSN RN, Michelle Eckert, MBA, MSN, RN, CCRN
Week 9 (Journal due 11:59 p.m. on Sunday)	10-16-18 6 hours clinical site	10-17-18 SIM-BOWERS 9 A – 12 P FIRST MIDAS CLINICAL DAY SITE 3	10-18-18 BSN Community Project Time (3 hours) -Research and develop nursing plan for intervention strategies for the priority diagnoses -Develop evaluation strategies MIDAS Population-Based Community Assessment PART 2 [3 hours]
Week 10 (Journal due 11:59 p.m. on Sunday)	10-23-18 6 hours clinical site	10-24-18	10-25-18 BSN Community Project Time (3 hours) -Research and develop nursing plan for intervention strategies for the priority diagnoses -Develop evaluation strategies MIDAS Population-Based Community Assessment PART 2 (continued) [3 hours]
Week 11 (Journal due 11:59 p.m. on Sunday)	10-30-18 6 hours clinical site	10-31-18	11-1-18 BSN Community Project Time -Finalize interventions and plan for implementing -Revise evaluation strategies -Submit Community Project draft to faculty member in canvas by end of day (this is not graded, but will allow for some feedback if needed on 11/17) -Draft poster submitted to Faculty by 11/10 for review MIDAS Population-Based Community Assessment PART 3 (3 hours)

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Week 12 (Journal due 11:59 p.m. on Sunday)	11-6-18 6 hours clinical site	11-7-18 SIM-HAYES 9 A – 12 P	11-8-18 Interprofessional Collaborative Lab: Crime, Violence and Health -Prior to attending, review discussion questions on canvas and come with issues from clinical or projects to collaborate with panel experts 9:00 a.m. – 10:15 a.m. Rosanne Hountz, MSN MSCJ RN Devin Robinson, MSN RN 10:15 a.m. – 10:30 a.m. Break 10:30 a.m. – 11:00 a.m. -International Health Lab by Lucy Goeke, MSN FNP 11:00 a.m. – 12:00 p.m. Breakout session with clinical faculty
Week 13 (Journal due 11:59 p.m. on Sunday)	11-13-18 6 hours clinical site	11-14-18 FIRST MIDAS CLINICAL DAY SITE 4	11-15-18 BSN Community Project Time -Review Community Project with faculty and make adjustments as needed. -Final community project submitted to canvas by 11/17 at 2359 -Students to receive approval for their poster and submit to a printing service of their choice -Students to submit an electronic version of the poster to canvas by 11/17 at 2359. -Students should submit their poster to their printing service of choice and make plans to pick-up. MIDAS Population-Based Community Assessment PART 3 (continued) [3 hours]
Week 14 (Journal due 11:59 p.m. on Sunday)	11-20-18 6 hours clinical site	11-21-18	11-22-18 
Week 15 (Journal due 11:59 p.m. on Sunday)	11-27-18 6 hours clinical site	11-28-18	11-29-18 9:00 a.m. – 10:30 a.m. MIDAS Students to present their Population Health Documentary Videos to the BSN Students 10:30 a.m. – 10:45 a.m. ALL FACULTY/STUDENTS TO COMPLETE SPEAKER EVALUATION FORM. 10:45 a.m. – 11:00 a.m. (optional) BREAK 11:00 a.m. – 12:00 p.m. -Breakout session with clinical faculty: Complete clinical evaluations

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Week 16 (Last Journal due Thursday 12-6-18 by 9 a.m.	12-4-18 6 hours clinical site	12-5-18 LAST CLINICAL DAY	12-6-18 <i>Last Journal Due Today at 9:00 a.m.</i> 9:00 a.m. – 11:30 a.m. BSN Community Project Poster Presentation Cintas Center <u>Faculty and Students:</u> <i>Ensure that you have completed all student evaluation meetings by today.</i>
Week 17 FINALS WEEK	12-10-18 FINALS WEEK	FINALS WEEK	12-13-18 Faculty Meeting from 9:30 a.m. – 12:30 p.m. in Cohen Room TBA to review semester and turn in Summary of Final Grade Information, Original Rubrics, Clinical Agency Evaluations- Faculty and Student, and Course Objectives Evaluation. FINAL GRADES DUE BY 12/14/2018.