California State University
SAN MARCOS

School of Nursing

Practicum: Community Health Nursing and Nursing Case Management

NURS 447 Course Syllabus

Online RN-BSN Program

California State University San Marcos
School of Nursing
NURS 447 Practicum: Community Health Nursing and Case Management

Online RN-BSN Program

Instructor(s):	Dr. Jason Saude
Office Location:	University Hall at CSUSM
Telephone:	760-237-0039
Email:	jsaude@csusm.edu (preferred method for contact)
Office Hours:	By Appointment
Meeting times:	Fully Online – Asynchronous Course
Classroom:	Various practicum sites
Prerequisites:	None
Co-requisites:	NURS 440
Units:	4 units

The syllabus is subject to change

NURS 447 Practicum: Community Health Nursing and Case Management
<u>Course Catalog Description</u>
Clinical experience is provided within the community such as public health, home health, and hospice settings and within acute care agencies. In the community settings, students work as a member of an interdisciplinary team, applying the frameworks that guide community-based and population-focused public health nursing practice and to assist identified high-risk or vulnerable populations within the community maintain their optimum level of health. The community experience focuses public health nursing practice and home health nursing interventions, community assessment and planning. The acute care experience focuses on implementation of nursing case management strategies and intervention and on discharge planning for clients in the acute care settings.
<u>Course Information:</u>
Course Units: 4 Units =180 hours of clinical work.

Student Learning Outcomes

Upon completion of this course, the student working with a clinical facilitator will be able to:

1. Implement and analyze a community assessment to identify health-related problems and populations
2. Design, Implement, and evaluate educational strategies at all levels of prevention
3. Collaborate with community providers and healthcare agencies
4. Construct culturally sensitive plans of care that demonstrate recognition of differences in defining health and illness and preferred treatment approaches
5. Plan, implement, evaluate and advocate for individuals and populations with acute and chronic conditions located in community settings
6. Identify methods to detect and prevent abuse and neglect of children elders and domestic partners

Required Textbooks

1. American Psychological Association. (2010). *Publication manual of the American psychological association*. 6th Ed. Washington, DC: American Psychological Association.

Recommended Textbooks

1. Pender, N.J., Murdaugh, C.L. & Parsons, M.A. (2010). *Health promotion in nursing practice*, (6th Ed.). Upper Saddle River, NJ: Prentice Hall.
2. Larson, P.D. & Lubkin, I. M. (2016). *Chronic illness: Impact and interventions* (9th ed.). Boston: Jones and Bartlett. (okay if purchased previous edition)
3. Powell, S.K. & Tahan, H.A. (2010*). Case management: A practical guide for education and practice* (3rd ed.). Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins.
4. Stanhope, M. & Lancaster, J. (2013). *Foundations of Nursing in the Community*. (4th ed.) Mosby: St. Louis, MO.

All textbooks noted above are to be used as resources for completion of course assignments. These textbooks are required in the companion and corequisite courses of NURS 440 and NURS 442. Readings and chapters follow course content and may not specifically assigned in this course but students are expected to read appropriate chapters to assist in completing assignments and clinical practice activities.

Recommended Websites

CDC Life Stages and Specific Populations
http://www.cdc.gov/LifeStages/

Healthy People 2020
http://www.healthypeople.gov/

Methods of Evaluation:

Activity	Points
Peer Introduction Activity	20 points
Case Management Simulations (4 x 30 points)	120 points
Windshield Survey Assignment & Presentation	45 points
Peer Evaluations of Windshield Survey Assignment Presentation	10 points
Disease Outbreak Investigation Activity	20 points
Mandated Reporter Trainings (2 x 10 points)	20 points
Childhood Trauma & Abuse Reflection	10 points
Motivational Interviewing Activity & Reflection	15 points
Population-Level Health Education Project & Presentation	70 points
Population-Level Health Education Project Discussions (3 x 20 Points)	60 points
Peer Evaluations of Health Education Presentation	10 points
Clinical Facilitator-Student Agreement	Pass/Fail
Clinical Facilitator Evaluation of Student	Pass/Fail
Student Evaluation of Clinical Facilitator	Pass/Fail
Total Points	400 points

Standard Grading Scale:

A total of 400 points may be earned for the course. Letter grades will be assigned according to the following percentages:

Letter Grade	Total Points
A	360 – 400 points
B	320 – 359 points
C	284 – 319 points
D	240 – 283 points
F	Fewer than 240 points

As this is a clinical course, you will be evaluated for your performance against the learning outcomes for this clinical experience. You must achieve a minimum of meet expectation in order to pass the course regardless of grade achieved above on your evaluation at the end of the term.

COURSE EXPECTATIONS & FORMAT:

1. You are expected to be self-directed in your learning with support from faculty and academic coaches.

2. Delivery of Class Content

This is an online course. Classes are held in an asynchronous on-line format. Each class is identified as a Learning Module in *Canvas* and consists of: course module outline for the week, internet links for related videos, and learning activities in which you are asked to apply course content. These activities include your volunteer clinical hours, projects, discussions and group case management simulations. Students should read and study all assigned materials prior to completing the activities.

Over the course of the term, students will participate in a variety of case management simulations. To be effective, please prepare in advance to be able to participate in discussions and activities. These activities apply and help synthesize the content. These activities are required elements of this on-line course and will be graded by faculty for a group grade. Later, your group mates will also grade your level of participation. There will be an individual grade given to you by your peers based on your performance as a collaborating team member of your group.

3. Remember you are professional nurses.

Casual professional dress is required for all clinical work. No jeans or open-toe shoes are allowed. High heels are a fall hazard in many situations and are discouraged.

4. Late Assignment Policy:

Assignments that are completed late will receive a one point deduction per day up to two days. After that, a grade of zero will be recorded. In the case of an emergency or severe illness, please contact faculty before assignment is due or the test date. In rare cases, an exception may be granted by faculty.

5. Academic Honesty

You are expected to adhere to the University policies on academic honesty and integrity, as outlined in the Student Academic Honesty Policy.

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All written work and oral assignments will be original work. Any evidence of cheating, including plagiarism, constitutes sufficient reason for a failing grade for the assignment or even the entire course. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly. To

avoid any appearance of plagiarism, you must document the sources of your work and use **APA 6ᵗʰ Edition** as a guide. All quotations and all paraphrasing require a citation. Materials adapted from web-based references must also be properly cited.

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Dean of Student's Academic Dishonesty Definitions per the University Catalog

What is wrong with cheating? By Professor Michael Bishop

Success Tips & Avoiding Cheating

6. Accessibility

California State University San Marcos prides itself on providing a nurturing academic setting for students of all kinds. With this wide audience range in mind, CSUSM also pays careful attention to making sure that its campus facilities, along with online content, is accessible to those with special needs.
Visit the student accessibility page or email ada@csusm.edu.

7. Special Assistance

Students with disabilities who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Students Services. This office is located in Craven 5205 and can be contacted by phone 750.4905 or TDD 750.4909. Students authorized by DDS to receive accommodations or who have disability related questions should email me as soon as possible.

8. Professionalism

Students are expected to be professional and maintain confidentiality on all personal and sensitive information obtained in this course regarding other individuals. This includes, but is not limited to, avoiding discussions that would allow others to identify the subject of the information, and removing client names from course papers/class assignments. Failure to protect the privacy of others may have serious repercussions. Professionalism is extended to the manner of participation in the discussion board to include polite, cooperative, and receptive communication towards one's classmates and the professor.

9. Netiquette and online postings

As part of the requirements of this course, you are to contribute to the forum discussion: post a thoughtful paragraph in response to the assigned task, read the posts of your classmates, and post a thoughtful response to the entry of at least two of your peers. Each unit contains a detailed explanation of your posting on the forum. (this will vary between classes, alter as needed)

- TYPING IN ALL CAPS IS CONSIDERED SHOUTING ON THE INTERNET.
- Messages in all lowercase letters can be difficult to read, instead, use normal capitalization.
- Be careful when using sarcasm and humor. Without face to face communications your joke may be viewed as criticism.
- Respect the fact that the class list is a closed discussion; do not forward mail from your classmates to others without their permission.
- In an online forum or newsgroup, debate is welcome, but be tactful in responding to others. Remember that there's a person (or a whole class) at the receiving end of your post.
- Keep your questions and comments relevant to the focus of the discussion group. Information intended for an individual or small group of individuals should be emailed to those people directly.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable but be careful that it is not misinterpreted. For example, are you being humorous or sarcastic?

10. Social Media Network Guidelines and Policy

The increasing use of social media and other electronic communication by nurses and nursing students provides opportunities for dissemination of health care related information. Utilization of social media networks must be done in a manner that protects patient privacy and confidentiality. Any patient information learned by the nurse/student nurse during the course of treatment is considered confidential and must be protected. Inappropriate disclosure of confidential information is a breach of the patient-nurse relationship and damages the individuals involved as well as the general trustworthiness of nursing profession. Improper use of social media by nurses/student nurses may result in disciplinary action by the Board of Registered Nursing, civil and criminal penalties, and employment consequences (National Council of State Boards of Nursing, 2011).

The CSUSM School of Nursing (SON) Social Media Network Guidelines and Policy provides guidelines for the use of social networking by nursing students. Prior to engaging in social network communication, students must remind themselves that they represent the university, school of nursing, and nursing profession.

Be respectful of peers, faculty and the institution: Posting derogatory or demeaning comments about classmates, instructors, staff, school of nursing, or the university is unacceptable. A social forum is not the appropriate place to vent, criticize, or conspire against the institution, its' faculty members, or those who attend. The propagation of rumors or inaccurate, misleading information reflects poor intra-community behavior and creates the perception of negativity and recklessness. It is equally important to refrain from derogatory or demeaning comments about a health care agency, doctors, nurses, or staff at clinical sites.

SON lab, clinical experiences, and course lectures may not be discussed on social networks: Respect patient confidentiality by not posting ANY information related to patients, outcomes, diagnoses, or procedures etc. Any patient identifiable information that is revealed on social media is a breach of patient confidentiality and a Health Insurance Portability and Accountability Act (HIPAA) violation. Refrain from comments about doctors, nurses and staff at your clinical rotation or commenting on the facility itself. This should also apply to your clinical instructor and fellow students. In addition, faculty lectures may not be recorded and posted on social media.

Do not post what may be interpreted as lewd, obscene, or offensive photographs, videos, or any other form of media that contains the school logo or while in school attire/uniform, or in SON settings: Use professional judgment when posting photos, videos, or other forms of media that reflect the CSUSM School of Nursing philosophy and reputation.

In addition, students are expected to follow the American Nurses Association recommendations (American Nurses Association, September 2011):
1. Remember that professional standards are the same on-line as in any circumstance.
2. Do not take, share, or post any patient-related images or information.
3. Maintain professional on-line boundaries.
4. Do not make disparaging comments about patients, staff, employers, co-workers, other students even if they are not identifiable.
5. Do not use personal devices, including cell phones to record patient information or images.
6. Report any violation of confidentiality or privacy.

Social networking forums provide an efficient medium for communication that is highly accessible and easy to use. Never has there been a time where individuals can communicate with one another so conveniently. The social networking process and experience should foster critical thinking and reflect the responsibility of professional development by student nurses who are part of a profession that encourages compassion and connection to others. ***Lack of adherence to these guidelines could be cause for immediate dismissal from the SON.***

References:
American Nurses Association. (2011, September). Principles for social networking and the nurse. Silver Spring, MD: Author.
National Council of State Board of Nursing. (2011, August). White paper: A nurses' guide to the use of social media. Chicago, IL: Author.

10. Technology

Students at Cal State San Marcos will be required by faculty to use a variety of technologies to deliver instruction and complete assignments. Such technologies include, but are not limited to: web-based technology, word processing software, and learning management systems.

Computer access with internet and Microsoft Office software will needed to complete course activities and access course content. Students will be using Canvas for the LMS used in previous program courses. Additional free versions of software will be required to be downloaded to complete some activities.

If additional technological support is needed, students can contact Academic Partners or CSUSM General Technology

Visit the technology resource pages or email sth@csusm.edu.

Test your internet speed: http://www.speedtest.net/

View the troubleshooting guide on the CSUSM website.

This is a general Mediasite test from the Mediasite Vendor to make sure your computer has the ability to play the videos.

11. Other Student & Academic Services

The goal of Student Academic Support Services is to provide you with high quality services that will assist you in meeting your academic goals. Their staff is available to assist you in providing information, answering your questions, and referring you to resources designed to support you in your educational pursuits. Student Academic Support Services is located in CRA 3600 and can be reached at (760) 750-4935.

Visit the complete listing of CSUSM's Student Resources and Services

COURSE REQUIREMENTS:

1. Completion of the minimum of 135 hours of clinical work in community/public health nursing and nurse case management:

NURS 445 requires a total of 135 clinical hours to be completed over the eight week term. Students should plan to spend a minimum of 15-20 hours per week completing clinical activities in the course. Students will be provided structured clinical activities in order to meet the required 135 clinical hours. 91 clinical hours will be designated for public health nursing activities. The remainder of the clinical hours will be assigned to case management, child abuse prevention training and population health activities. There are no volunteer activities or volunteer clinical hours for this course.

Students are expected to locate at least one location to complete the Population-Level Health Education Intervention Project. You may have more than one site if needed. The site(s) must be located in a low-income/underserved area in your community.

Project sites must be in the community setting. Acute care or hospital-based settings will not meet the objectives of the course or assignments. Examples of appropriate sites include: churches, community centers, senior centers, community clinics, libraries, boys and girls clubs, elementary, middle or high schools or other community-based agencies that provide services to an underserved population.

You are licensed registered nurses that may independently assess, plan, implement and evaluate health education/health promotion activities for populations. Therefore, the School of Nursing will not execute memorandums of understanding or clinical affiliation agreements with community-based agencies for these health education/health promotion interventions. In addition, it is the expectation that students locate their own project site locations. The course faculty will not assist in securing a site for the health education/health promotion intervention activities.

Students are expected to locate their own clinical facilitator. This is a Community/Public Health Nursing course and requires a baccalaureate (or higher) prepared nurse to serve in that facilitator role. Other disciplines may not serve in the facilitator role.

Submitting and receiving a grade for all assignments including evaluations and clinical facilitator-student agreement are required in order to receive a grade in the course.

2. Required Readings and Videos and Online Modules:

You will be expected to keep up with the assigned readings for corequisite NURS 440 that are also required during the same weeks of the course. Additionally, there will be other assigned content to complete or review. There is a special assignment on child abuse training in Week Eight of the course to help satisfy the seven hours of child abuse prevention education required by the California BRN for the Public Health Nurse certificate. See Weekly Module Outlines for more information.

3. Activities, Forum Assignments, and Reflections:

There will be a variety of activities, Forums, and reflections to be completed this term. Some activities will be done independently and others will be done in a group. In the first week, you will be put in a group of approximately four other students who will become your group throughout the course. This will allow you develop a good working collaboration with your classmates. Grades for group activities will be assigned to all group members. See individual modules for specifics on activities and further grading rubrics.

4. Windshield Survey Assignment

For this assignment you will select two communities/neighborhoods in yours local area and conduct two separate windshield surveys. One community must be in a low income area and the other community/neighborhood should be from a middle/upper income areas. For this clinical assignment, you will spend some time observing both communities of interest to gather information about the health and environmental status of each community. The windshield survey is the view you get of the neighborhood/community as you drive through it. The purpose of this assignment is to quickly gather general observations about the community conditions, resources and needs that are readily apparent through visual observation. In addition, you will interview one key stakeholder and one member of the population from each community. The final product will be a narrated PowerPoint Presentation. Please review the detailed assignment instructions and rubric inside the Canvas course.

5. Population-Level Health Education Intervention:

After completing the Windshield Survey assignment, you will determine four health needs of the population found in the low income/underserved area. You will identify a location in the underserved area to conduct the Health Education Intervention. The PRECEDE-PROCEED framework was developed to plan health education and health promotion intervention programs using an educational and ecological approach. The framework is used when a problem is identified and the framework begins with the desired outcome. During the assessment phase of the framework, factors are identified that could be used to influence healthy behaviors. The PRECEDE-PROCEED framework consists a total of eight phases for the framework. These phases include assessment, planning, implementation and evaluation. You will be using this framework to help you develop your Population-Level Health Education Intervention---health classes that will address each of the four health issues. In Modules 3-6, you will be applying the 8 phases of the framework as you develop, implement and evaluate your health education interventions. In your groups, you will be summarizing your findings from you work that week and will be giving each other feedback.

In Week Seven, you will need to develop a PowerPoint Presentation discussing your educational intervention project. Narrate this presentation using Zoom or YouTube and post it for your group mates. See the grading rubric for more details.

5. Population-Level Health Education Intervention Project Presentation:

Each student will formally present their Population-Level Health Education Intervention project to peers and clinical faculty using Zoom. Peers will grade students on their presentations in Week Eight.

The presentation should be about 15 minutes in length narrating your project poster. Presentations longer than 20 minutes will have points deducted.

Information to include in presentation and in poster:

- **Title of project** with student's name
- **Introduction:** Introduce the four health-related problems/issues.
- **Background and Significance:** Discuss the background and significance of the identified four health-related issues or problems to Community-oriented nursing practice. Provide epidemiological data.
- **Healthy People 2020 Objectives:** state the Healthy People 2020 objective(s) addressed by the proposed educational intervention for each of the four health issues.
- **Needs Assessment:** How did you determine what was needed? Who was interviewed or what resources did you use to assess the population's needs?
- **Theoretical Framework and Needs assessment:** Discuss the PRECEDE-PROCEED model and how your model guided your project: how it determined what needed to be done and how to do it.
- **Issues (Education and Practice).** Include barriers as well as assets: What specific behaviors must be acquired or strengthened to reduce the effect of the problem? What information or skills must a person have to be able to behave in a new way? Needs assessment of population. What resources, personal and material must a person have to behave in a new way (are they available; can they be obtained and at what cost)? What nursing, health, community services are necessary to affect change and how can they be obtained?
- **Intervention:** Describe how the proposed intervention addresses the identified health-related problem or issue and how it meets one or more Healthy People 2020 objective(s); restate the objective(s). What educational techniques and formats based on learning theory will be most relevant for your participants? Be specific regarding what you taught and how you taught it.
- **Budget:** What budget do you need; will the existing budget support the project; what cost is the organization of community willing to bear? What organizational and logistic support will you need; is organizational training necessary for the personnel? Remember to identify all items including cost of salaries if you were paid for doing this intervention.
- **Project Evaluation/Outcome Measurement:** What were your goals and objectives for this project? How would you measure success or failure of your intervention? What type of evaluation would be used to measure short term goals and what would type of evaluation would you use to measure long-term goals?
- **Results of Project:** What do you anticipate the results of pre-test/post-test or other evaluation measurement would be if you had done it?
- **Conclusions/Discussion of findings:** What are your conclusions and what might you do differently if you were to repeat this project?
- **References** (does not count towards total page number) must be recent (in last 5 years), peer-reviewed or nationally recognized sources, and appropriate in number and content.

Week & Dates	Topics & Activities
Week 1	**Introduction to Community Health Nursing and Case Management** **Readings:** 1. Powell & Tahan- Case Management text Ch.12 Practicing Case Management by Proxy pp 368-377 2. PRECE-PROCEED Model reading. **Activities:** I. Watch video to meet instructor to introduce course & objectives and review course syllabi 2.Watch PECEDE-PROCED Model video 3. Peer Introduction activity to meet your group members 4. Identify communities and key stakeholders for Windshield surveys
Week 2	**Community Assessment & Community Health Nursing** **Video:** 1. YouTube video: Mrs. Smith Interview **Activities:** I. Carry out two Community Windshield Surveys and create PowerPoint presentation 2. Complete home visit simulation & group activity
Week 3	**Impact of Culture & Health Education in Community** **Video:** Nursing Simulation Scenario: Multicultural Scenario **Activities:** 1. Multicultural Group Case management simulation Practice Experience 2. Provide peer feedback on a classmate's community assessment. 3. Begin Community Intervention Projects- Using PRECED-PROCEED, start work on Phases I–IV. Apply Precede-Proceed model to health problems, barriers & assets to change, and outcomes using *Healthy People 2020* objectives. 4. Provide feedback on a classmate's Intervention Project for Phases I-IV.

Week & Dates	Topics & Activities
Week 4	**Impact of the Environment on Health** **Activities:** 1. Group Environmental Health Case Study Simulation Practice Experience 2. Continue working on education intervention Work on Phase V which includes the teaching plan & pedagogy. Consider the evaluation outcome criteria & method. 3. Provide feedback on a classmate's Educational Interventions and any developed teaching tools 4. Anonymous Feedback open all week- please participate and let us know what you think!
Week 5	**Motivational Interviewing & Vulnerable Populations** **Activities:** 1. Motivational Interviewing Training Video 2. Motivational Interviewing Skills Practice 3. Carry out first of four Intervention Presentations with the completion of Phase V. 4. Assess Process, Impact, and Outcome Evaluations for this educational intervention 5. Provide feedback for a classmate's intervention 6. Phases V-VIII. Utilize knowledge gained from first educational intervention to make changes in other interventions. 7. Vulnerable Population Case Management Clinical Practice Simulation
Week 6	**Educational Intervention Implementation** **Activities:** 1. Complete Phase V for remaining three Educational Interventions. 2. Phases VI-VII: Assess Process, Impact, and Outcome Evaluations for these educational interventions
Week 7	**Influencing Health** **Activities:** 1. Make a PowerPoint of your education interventions and narrate it. 2. Complete Disease Outbreak Investigation Activity 3. Meet with Community Stakeholders to discuss results of intervention and plans for future work to be done 4. Complete Clinical Self-assessment

Week & Dates	Topics & Activities
Week 8	**Impacting the Health of Individuals & Populations** **Activities**: 1. Review and evaluate a peer's presentation 2. Complete Child Abuse & Prevention Modules and Activity 3. Meet with Clinical Facilitator for Student Evaluation & complete Student Evaluation of Clinical Facilitator 4. Complete Course Evaluations