NEW YORK CITY COLLEGE OF TECHNOLOGY

The City University of New York

Department of Nursing
Baccalaureate Program

**Fall
2013**

**NUR 4010 Section HD20 (84496)
COMMUNITY HEALTH NURSING**

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Assistant Professor of Nursing**

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NEW YORK CITY COLLEGE OF TECHNOLOGY
NURSING DEPARTMENT

NUR 4010 COMMUNITY HEALTH NURSING
Fall 2013, Section HD20 (84496)

Faculty Contact Information

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                online otherwise

COURSE OUTLINE

COURSE CODE & TITLE: NUR 4010 COMMUNITY HEALTH NURSING

CLASS HOURS: Partially online, Blackboard-supported course
                     Online assignments are asynchronous
                     2.5 hours lecture, 5 clinical laboratory hours

CREDITS: 5 Credits

PREREQUISITES: BIO 3524, NUR 3010

REQUIRED TEXTS: Holzemer, S.P., & Klainberg, M. (2014). *Community Health Nursing. An Alliance for Health* (2nd ed). Burlington, MA: Jones & Bartlett, LLC.

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

COURSE DESCRIPTION

This course builds upon the student's knowledge of nursing and provides the requisites required for practice as a community health nurse. The focus is on health promotion, disease prevention and maintenance of health, which is the core of community-based care. Selected concepts such as evidence-based care that contribute to the foundation of community-based nursing will be discussed. The course will examine historical perspectives, the value of community health, the nurse's present day professional expectations and accompanying changes in responsibilities, accountability for practice and ethical and transcultural considerations. The curriculum will focus on specific contemporary community health issues including communicable diseases, mental health and preparedness for bioterrorism.

COURSE OBJECTIVES

Upon completion of the course, the student will be able to:

1. Employ analytical reasoning and critical thinking strategies when incorporating knowledge of nursing, humanities and the biological and social sciences into the health promotion of clients, families and communities.
    General Education Learning Goal: KNOWLEDGE / Develop knowledge from a range of disciplinary perspectives, and hone the ability to deepen and continue learning.

2. Employ information technologies to coordinate community care.
    General Education Learning Goal: SKILLS / Acquire and use the tools needed for communication, inquiry, analysis, and productive

3. Demonstrate therapeutic communication skills when interacting with culturally diverse clients, families and communities.
    General Education Learning Goal: SKILLS / Acquire and use the tools needed for communication, inquiry, analysis, and productive

4. Use findings from the holistic assessment of the community to diagnose, plan, implement and evaluate the quality of health care.
    General Education Learning Goal: SKILLS / Acquire and use the tools needed for communication, inquiry, analysis, and productive

5. Demonstrate the collaborative role of the community health nurse in assisting the client to achieve identified goals.
    General Education Learning Goal: INTEGRATION / Work productively within and across disciplines.

6. Describe strategies to promote leadership skills for community health nurses.

General Education Learning Goal: VALUES, ETHICS, AND RELATIONSHIPS / Understand and apply values, ethics, and diverse perspectives in personal, professional, civic, and cultural/global domains.

7. Synthesize knowledge gained from nursing research in applying evidence-based practice in community health nursing.

General Education Learning Goal: SKILLS / Acquire and use the tools needed for communication, inquiry, analysis, and productive

8. Adhere to ethical standards, professional nursing codes and standards of care for community-based nursing.

General Education Learning Goal: VALUES, ETHICS, AND RELATIONSHIPS / Understand and apply values, ethics, and diverse perspectives in personal, professional, civic, and cultural/global domains.

9. Explain the importance of continuing education in nursing to enhance personal and professional development.

General Education Learning Goal: VALUES, ETHICS, AND RELATIONSHIPS / Understand and apply values, ethics, and diverse perspectives in personal, professional, civic, and cultural/global domains.

10. Consider global health issues as they affect specific community health issues such as disease transmission and health policy on community-based care.

General Education Learning Goal: VALUES, ETHICS, AND RELATIONSHIPS / Understand and apply values, ethics, and diverse perspectives in personal, professional, civic, and cultural/global domains.

TEACHING METHODOLOGY

For the purposes of this course and in order to address the multiple learning styles of students, a variety of methods and strategies will be used to enhance the facilitation of student education. For example, a class session may be carried out in several ways, including the use of collaborating, demonstrating, explaining, modeling, and questioning. In addition, the following may be used in both the classroom and clinical settings:

Blackboard	Professional Portfolio (ePortfolio)
Use of Internet/Web-based Sources	Written Assignment(s)
Blogs	Clinical Conference (Pre- and Post)
Group Work/Service Learning Project	Discussion
Handout/Supplementary Material	Lecture
Open Lab	Oral Presentation

METHODS OF EVALUATION

Course Evaluation and Grading

Blogs (4 total)	10%
Service Learning Project	40%
Group Paper	20%
Final Examination	30%
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Total	100%

Grading Policy for all Courses Designated with the Prefix NUR

Grade	Definition	Quality Points (Index)
A	93–100%	4.0
A-	90- 92.9%	3.7
B+	87- 89.9%	3.3
B	83- 86.9%	3.0
B-	80- 82.9%	2.7
C+	77- 79.9%	2.3
C	75- 76.9%	2.0
D	60 -74.9%	1.0
F	Below 60	0.0

ACADEMIC INTEGRITY STANDARDS

The Baccalaureate Program in Nursing adheres to the New York City College of Technology/CUNY Policy on Academic Integrity. This policy spells out in detail what constitutes Academic Dishonesty. All students are responsible for following this policy. This detailed policy can be found on page 64 of the NYCCT 2009-2011 College Catalog or on the College Website www.citytech.cuny.edu (Two DVDs on Plagiarism are available in the NELL Lab).

Cheating/Plagiarism/Unfair Advantage

The Department of Nursing at New York City College of Technology views cheating, plagiarism, and gaining unfair advantage as serious offenses. Students suspected of cheating, plagiarizing or gaining unfair advantage may receive a zero for the assignment or examination and will be subject to further disciplinary action by the College. For more information refer to the New York City College of Technology Policy on Academic Integrity (p. 64 of the 2009-2010 NYCCT Catalog).

ATTENDANCE AND LATENESS

Active participation on the discussion board will signify attendance at the on-line component. **One** absence in the live or on-line classroom puts you at risk for failing the course. If a student is late in the live classroom, or fails to post an assignment on time when scheduled in the on-line classroom, these situations will **also** be recorded as one absence. **One absence in the clinical setting and/or two absences in the classroom setting are considered over-cut and may result in course failure.** The clinical component of the course must be satisfactorily fulfilled, or course failure will ensue. In case of personal emergency, please let the course Professor know via City Tech email ASAP and within 24 hours of an assignment that may not be submitted on time. Two (2) points will be lost per day that any assignment is late. Contact clinical professors via phone and email.

STUDENT SUPPORT SERVICES

Students with disabilities and/or learning differences are entitled to receive reasonable accommodations to support their learning in the college. After an intake appointment and assessment of student documentation, students who are registered with Student Support Services (A237) are entitled to receive reasonable accommodations to support their learning in the college. Services students may be entitled to include, but are not limited to, one on one tutoring, alternate format textbooks, American Sign Language interpreting, note taking, and access to various computer assistive technology for the enhancement of reading, writing, and creative design. Students may enroll with the program throughout the year and are responsible for alerting faculty to accommodations needed.

ON-LINE COURSE COMPONENT INSTRUCTIONS

Many students have been using Bb for many years and are familiar with the system. Below are the suggested minimum prerequisites that students should know/have for taking part in an online course.
1. You should have access to and be able to use Internet Explorer, Mozilla Firefox, or Safari browsers. **Bb does not fully support AOL.**
2. You **will need** a City Tech e-mail account and should be comfortable using it. The college provides an e-mail account to all students. **Personal email accounts are not to be used.**
3. You need access to a computer with at least 256 MB RAM.
4. You should have the correct Java version downloaded/ installed – if necessary. The installation is automatic. You only need to do this the first time.

Our on-line or virtual classes will take place on the Discussion Board in Blackboard. The following is a brief overview of Blackboard 9.1 components:

ANNOUNCEMENTS are the entry point, and are what the student might expect to hear at the beginning of a class as if in a classroom. In the virtual classroom, the student must read the announcements each time he or she enters the course by logging on. Notices, assignments, and updates will be posted on a regular basis, so these announcements must be checked each day before class begins.

INFORMATION is where you'll find the information that is given out on the first day of a course, such as course syllabus, grading policies, class schedule. You will also submit your papers in Safe Assign here.

TOOLS is where you can send emails to individuals or groups in the class as well as check your grades. Blogs are located under TOOLS.

DISCUSSIONS is where you'll be participating in our on line class and replying to your classmates' questions and comments.

SAFE ASSIGN is where written papers are submitted. Safe Assign will automatically compare any submitted assignment to its extensive database of published and unpublished material. A report is automatically generated that highlights areas in the submitted paper that are identical to other works.

On Line Participation/Discussion Board

- Visit the Discussion Board **every day** of the on-line classes.
- Respond to the discussion questions with grammatically correct and thoughtful responses by **midnight** of the due date (**Sunday, following each class**).
- Postings are to be at least three sentences long. Expect to contribute regularly to the conversations on the Discussion Board. **Please note: Late postings are late arrivals to class and/or past due date of, or time, for class. Absent posts are absences from class. Late and absent assignments will loose two (2) points per late day.** The Professor will log on at least once a day. Please email or see the Professor, before or after the on-site classes should there be any questions. The student is to check Announcements at the beginning and end of each class day.

TECHNOLOGY PREREQUISITES: (Essential in preparation for this course)
The student must be able to log on to Blackboard and use the Discussion Board. Student training, if needed, is available as follows in terms of an online tutorial:
http://websupport1.citytech.cuny.edu/websupport1/It/online/students/main.htm
You must be able to complete documents in Word and attach the documents to emails as well as post them on Blackboard.

The Help Desk phone number is: 718-254-8565. Students are encouraged to go to G600, the Open Student Lab, for assistance with Blackboard. **The phone number is: 718 254-5610.**

All students will follow the Rules of Netiquette listed below with web site addresses for additional in-depth information:

The Rules of Netiquette (accessed from: The Rules of Netiquette web sites at: http://www.cisco.cc.tx.us/netiquette_rules.htm, and at, http://www.albion.com/netiquette/book/index.html.

Rule 1.   *Remember you are dealing with people.*
- It is not nice to hurt other people's feelings.
- Never mail or post anything you wouldn't say to someone's face.
- Never be offensive online.

Rule 2.   *Adhere to the same standards of behavior online that you follow in real life.*
- Be ethical.
- Act within the laws of society and cyberspace.

Rule 3.   *Know where you are in cyberspace.*
- Netiquette varies from domain to domain.
- Lurk before you leap.

Rule 4.   *Respect other people's time and bandwidth.*
- Remember you are not the center of cyberspace
- Post messages to the appropriate discussion group.
- If you disagree with the premise of a particular discussion, don't waste the time and bandwidth of the members by telling them your personal opinions or by making personal attacks.

Rule 5.   *Make yourself look good online.*
- Check grammar and spelling before you post.
- Avoid using all caps (it looks like you're shouting).
- Know what you're talking about and make sense.
- Be pleasant and polite.

Rule 6.   *Share expert knowledge.*
- Offer answers and help to people who ask questions on discussion groups.
- Summarize and think through your responses before posting a summary to the discussion group.

Rule 7.   *Help keep flame wars under control.*
- Don't respond to flame-bait.
- Don't post spelling or grammar flames.
- If you've posted flame-bait or perpetuated a flame war, apologize.

Rule 8.   *Respect other people's privacy.*
- Don't post any personal information about yourself or about others.

Rule 9.   *Don't abuse your power.*
- The more power you have, the more important it is that you use it well.

Rule 10.   *Be forgiving of other people's mistakes.*
- Remember you were a network newbie once too!

Open Lab and ePortfolio Training: All students are to attend Open Lab and ePortfolio training as per their own schedule prior to Week 4 of the semester. Proof of attendance at both trainings <u>will be</u> required. Make appointments by visiting G604.

Note: Recording of course lectures or any course presentation by <u>any</u> device is strictly prohibited without permission of the Professor.

Note: Any device, which has the capability to record or take forms of photography, is to be turned off and removed from the person of the student during <u>all</u> examinations.

TOPICAL OUTLINE WITH DUE DATES

Week	Date	Assignment	Book Chapter(s)/Sources & Topics
1	September 3, 2013	Course Begins	Review of Syllabus Introduction: *Developing Contemporary Skills for Community Work: Concepts & Questions* Chapter 1: *Reflection on Providing Care to Clients in the Community* Healthy People 2020: *http://healthypeople2020.org*
2	September 10, 2013	***Blog 1 Due: By Midnight of today's date***	Chapter 1: *Reflection on Providing Care to Clients in the Community* Chapter 2: *Respect for an Ethical and Cultural Context for Care in the Community* *Brooklyn Historical Society: http://www.brooklynhistory.org*
3	September 17, 2013	***Class is online: Discussion Board assignment posted to Bb by Midnight September 22***	Chapter 3: *The Vision for the Alliance for Health Model*
4	September 24, 2013		Chapter 4: *Relating Health Policy & Evidence-Based Research in the Community*
5	October 1, 2013	***Blog 2 Due: By Midnight of today's date***	Chapter 5: *Clear Communication & Information Management in the Community* Chapter 6: *Narratives of Courage: The Voice of Clients in the Community* Chapter 7: *Expertise of the Compassionate Nurse in Community-Based Care*
6	October 8,		Chapter 8: *Validity & Reliability in*

	2013		*Epidemiology & Environmental Health* Chapter 9: *Inquiry & Health Promotion, Health Maintenance, & Health Restoration in the Community*
7	October 22, 2013	***Midterm Paper Due***	***Submit Through Safe Assign*** ***Work on Service Learning Projects***
8	October 29, 2013	***Class is online*** ***Blog 3 Due:*** ***By Midnight of today's date***	Chapter 10: *Flexibility & Systems of Care Management for Providing Care in the Community* Chapter 11: *Justice & Resource Allocation for the Family & Community*
9	November 5, 2013		Chapter 12: *Precision & Principles of Community Program Development*
10	November 12, 2013	***Blog 4 Due:*** ***By Midnight of today's date***	Chapter 13: *Using Project Management for Successful & Viable Community Program Change* Chapter 14: *Staying Alert as the Key to Emergency & Disaster Management*
11	November 19, 2013	***ePortfolio posted to OpenLab***	Chapter 15: *Responsibility & Interstate, International, & Global Community Health Concerns* Chapter 16: *Creating an Evidence-Based Future in Nursing*
12	November 26, 2013		Group Work: Service Learning Projects
13	December 3, 2013	***Service Learning Project Due for Presentation***	
14	December 10, 2013	***Service Learning Project Due for Presentation***	
15	December 17, 2013	***Final Examination***	***Cumulative: Chapters 1-16***

No on-site classes will be held the following days and dates:

Tuesday, September 17, 2013 (online)
Tuesday, October 15 (Monday schedule on academic calendar)
Tuesday, October 29, 2013 (online)

Clinical Experience. The clinical component of NUR4010 is one day (4 contact hours per week). The clinical experience is in select community agencies.

Evaluation of Students. At mid-semester and during the last week of the clinical experience, the faculty assigned to teach the clinical component of the course and the student will complete the Evaluation of Clinical Performance tool. This tool uses the Nursing Process to determine the student's ability to direct care toward the individual, family and community. At mid-semester, the student will be provided with feedback on his/her performance with recommendations for improvement. The clinical component is pass/fail. A passing student demonstrates expected behavior in at least 80% of the criteria; a failing student does not demonstrate expected behavior in at least 80% of the criteria. If a student fails either portion of the course, he/she will fail the entire course.

UNIT OBJECTIVES

UNIT I: Chapters 1-5
Guiding Principles and Theoretical Orientation for Community Health Nursing

Discuss developing contemporary skills for community work.
Describe guiding principles and theoretical orientation for community health nursing.
Discuss personal and professional responsibilities for providing care to clients in the community using reflective practice.
Describe the historical context for providing care in the community.
Identify relationships between respect and ethical and cultural context for providing care to the client in the community and the community as the client.
Discuss the Alliance for Health Model as a complement to evidence-based nursing.
Describe the relationship between health policy and evidence-based research in the care of the community as client.
Discuss the relationship between clear communication and information management in the provision the community.
Identify the impact of clear communication with clients and providers to ensure a safe environment.
Review Watson's Theory and analysis of its application to community health nursing.

UNIT II: Chapters 6-7
Assessment and Diagnosis of the Voice of the Client in Community Health Nursing

Describe how to establish the voice of the client and the role of the community health nurse is advocating for that voice.

Identify issues related to the expertise of the community health nurse working in community-based care from the perspectives of compassion and support.
Discuss cognitive-affective-psychomotor skills of the nurse and client in developing evidence-based practice roles and outcomes.

UNIT III: Chapters 8-9
Assessment and Diagnosis of Community-Based Needs

Examine the principles of epidemiology and environmental health and their multiple roles in community health nursing.
Describe validity and reliability in epidemiology and environmental health.
Describe the natural history of disease and the role of health information systems in surveillance and reporting of disease.
Analyze the concepts of inquiry and health promotion, health maintenance, and health restoration in the community.
Describe the national agenda for healthcare delivery, and its topic areas as complements to levels of prevention.
Discuss the application of the principles of levels of prevention to individuals, families, and other groups.
Apply the principles of levels of prevention to aggregates and communities.

UNIT IV: Chapters 10-11
Assessment and Diagnosis Related to Systems of Care Management and Resource Allocation

Describe the skills necessary for care management in the community.
Discuss the flexibility and systems of care management for providing care in the community.
Describe staffing patterns in multiple levels of care in the community.
Discuss managing care in acute, behavioral, home, hospice, public health, special, rural and urban health care settings.
Discuss justice and resource allocation for the family and community.
Discuss service learning and volunteerism in community health nursing.

UNIT V: Chapters 12-14
Community Program Development: Program Planning, Implementation, Evaluation and Termination

Discuss precision and principles of community program development.
Describe how the community health nurse may use project management for successful and viable community program changes.
Discuss emergency and disaster management, and the roles of the community health nurse in protecting family, community, and self.

UNIT VI: Chapters 15-16
The Future of Community Health
Discuss the responsibility of the community health nurse in interstate, international, and global community health concerns.
Describe the contributions of the nursing profession to national, international, and global health concerns.
Describe the role of the community health nurse in global community health responsibility and international organizations.
Describe legal and practice barriers during disasters and interstate practice.

GRADING RUBRICS

1. Blogs (10% of final course grade: 10 total course points).

Instruction. The student posts four (4) blogs to the course Blackboard (Bb) Blog Tool site on or before the assigned date. Each blog is worth a maximum of 2.5 points. **One (1) response to another student's blog of the same number is required**. For example: for Blog #1, one (1) response to another student's Blog #1 is required.

Description. A blog (short for weblog) is a personal online journaling entry frequently updated and intended for public viewing. The student must select a significant positive or negative event from the clinical experience, meaningful to the student that provides new information or personal/professional insight.

Evaluation Criteria. **Provide complete information about the following:**

    (1) Number of blog and description of place and time of the event (0.5 point);
    (2) Description of event (0.5 point);
    (3) Analysis of how or why the event gave you new insight or enhanced your learning (1 point) in a minimum of three (3) complete sentences.
    (4) One (1) other response to another student blog (0.5 point) in a minimum of three (3) complete sentences.

Grading Rubric for Blogs:

Category	Full Credit	No Credit
1. Student will identify number of blog and description of event place and time. _Worth 20% of total grade_	Evidence includes complete provision of information as to number of blog, description if event place and time.	Evidence includes lack of complete provision of information as to number of blog, description if event place and time.
2. Student will provide specific event description. _Worth 20% of total grade_	Evidence includes complete specific event description.	Evidence includes lack of complete specific event description.
3. Student will provide in-depth analysis of specific event. _Worth 40% of total grade_	Evidence includes complete, in-depth specific event analysis, in a minimum of three (3) complete sentences.	Evidence includes lack of complete, in-depth specific event analysis in less than three (3) complete sentences.
4. Student will post response to another student's blog. _Worth 20% of total grade_	Evidence includes complete adherence to written criteria, in a minimum of three (3) complete sentences.	Evidence includes lack of complete adherence to written criteria in less than three (3) complete sentences.

2. Service Learning Project (40% of final course grade; 40 total course points).

Instruction. The student is to complete a service learning project. As part of a group, the student will engage in collaborative learning to work and solve problems with others, and engage in team-based assignments and writing as part of the project. For the project itself, the student is to: 1) identify team member roles; 2) identify the community-based organization where clinical is located; 3) conduct a community assessment where the organization exists; 4) plan and implement a service learning project beneficial to the organization with a budget statement; 5) describe goals accomplished; 6) evaluate the benefits of the project; and, 7) provide and post a narrative self-reflection of their clinical performance as part of their e-Portfolio. At the end of the semester, an actual product will be left with the organization, as designed by students, as a collection of materials in a binder. Students will then present the entire project to their peers and the professor during a class session at the end of the semester, and possibly to the department. Projects will be in media and hardcopy formats

Description.

Service learning is a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities. Service learning promotes learning through active participation, provides structured time for students to reflect on differences that can be made among community partners, provides an opportunity to use skills and knowledge in real-life situations, extends learning beyond the classroom, and promotes a sense of caring for others.

The Evaluation Form for the Service Learning Project follows below.

NUR 4010 Community Health Nursing
Formal Group Service Learning Project

Adapted from Appendix 3-A in Text (p. 77):
Alliance for Health Model Community Assessment Tool

Part I   Project Details (1 point)

A. Project title
B. Names and responsibilities of the group members (Team Leader, Team
C. Recorder, and Team Members
D. Dates and times of data collection
E. Sources of information used in all parts of the assessment.

Part II   Description of the Community Assessment (2 points)

A. Use Census Tract or other statistical resources to determine boundaries of the community
B. Summary statement of community

C. Supplemental data (photos, other material)

Part III   **Areas of Assessment (12 points)**
A. Focus on Community-Based Needs (4 points)
      1. Patterns of morbidity and mortality
      2. Demographics
      3. Environmental concerns
      4. Public services
      5. Aesthetics
      6. Health-related facilities
B. Care Management Techniques (4 points)
C. Influences on Resource Allocation Decisions (4 points)

Part IV   **Application: Diagnostic Community Statement(s) (5 points)**
A. Overall assessment of community (2.5 points)
B. Diagnostic statement(s) with rationale and identified problem(s)
   (2.5 points)

Part V   **Planning and Implementation (10 points)**

A. Goals and/or objectives of project(s) (1 point)
B. Date of project, site of project, address where project took place
   (1 point)
C. Number of community participants/clients attending (1 point)
D. Community organizations that provided assistance with project
   (1 point)
      1. List community organization(s)
      2. Describe type of assistance provided
E. Implementation (5 points)
      1. Discuss how project was implemented/conducted
      2. Discuss publicity attained/acquired for event(s) coverage
      3. Discuss activities engaged/carried out/presented
      4. Discuss means of advertisement (flyers, blogs, tweets, media,
      etc.)
F. Cost of Project (1 point)
      1. Describe all costs encountered for project
      2. Attach any receipts

Part VI   **Evaluation (5 points)**

A. Goal Accomplishment (3 points)
      1. Describe goals you wanted to accomplish (1 point)
      2. Describe the collaborative process of goal setting (1 point)
      3. Describe how the goals were accomplished (1 point)
B. Project Evaluation (3 points)
      1. Describe the benefits of the project to the community

C. Narrative Self-Reflection (4 points)
    1. Describe how clinical objectives were met
    2. Post to Open Lab and ePortfolio

Part VII   Presentation (5 points)

    A. In Class (2.5 points): hardcopy and social media presentation
    B. To Clinical Site (2.5 points): hardcopy and social media presentation

__Description__. A community assessment enables the gathering of information about the concerns, conditions and strengths of children, families, and the community. A thorough assessment involves analyzing, identifying, and scanning existing information about the community, developing a client-based or family focus and identifying community assets and their accessibility. Assessments should view the community from multiple perspectives and recognize cultural, ethnic, economic, educational, linguistic, medical, physical, social and other diversity. A windshield survey may aid in assessment.

__Grading Rubric for Formal Group Service Learning Model:__

Category	Full Credit	Half Credit	No Credit
1. Project Details *Worth 2.5 % of total grade*	Excellent project details provided: evidence includes complete provision of information.	Good project details provided: evidence includes some lack of complete provision of information.	Poor project details provided: evidence includes lack of information and/or need of extensive revision.
2. Description of Community Assessment *Worth 5% of total grade*	Excellent description of the community: evidence includes complete provision of information.	Good description of community assessment: evidence includes some lack of complete provision of information.	Poor description of community assessment: evidence includes lack of information and/or need of extensive revision.
3. Areas of Assessment *Worth 30% of grade*	Excellent description of all areas of assessment: evidence includes complete provision of information.	Good description of all areas of assessment: evidence includes some lack of complete provision of information.	Poor description of all areas of assessment: evidence includes lack of information and/or need of extensive revision.
4. Application: Diagnostic Community Statement(s) *Worth 12.5% of total grade*	Excellent description of the diagnostic community statement(s): evidence includes complete provision of information.	Good description of diagnostic community statement(s): evidence includes some lack of complete provision of information.	Poor description of diagnostic community statement(s): evidence includes lack of information and/or need of extensive revision.
5. Planning and	Excellent	Good description of	Poor description of

| Implementation

Worth 25% of total grade	description of planning and implementation: evidence includes complete provision of information.	planning and implementation: evidence includes some lack of complete provision of information.	planning and implementation: evidence includes lack of information and/or need of extensive revision.
6. Evaluation

Worth 12.5% of total grade | Excellent description of project evaluation: evidence includes complete provision of information, posting to Open Lab and ePortfolio. | Good description of project evaluation: evidence includes some lack of complete provision of information, posting to Open Lab and ePortfolio. | Poor description of project evaluation: evidence includes lack of information and/or need of extensive revision, with poor posting or absent posting to Open Lab and ePortfolio. |
| 7. Presentation

Worth 12.5 % of total grade | Excellent presentation in both classroom and clinical areas: evidence includes complete provision of information in both social media and hardcopy formats. | Good presentation in both classroom and clinical areas: evidence includes some lack of complete provision of information in both social media and hardcopy formats. | Poor presentation in both classroom and clinical areas: evidence includes lack of information and/or need of extensive revision in both social media and hardcopy formats. |

Narrative Self-Reflection of Service Learning Project: Open Lab & ePortfolio (4% of total course grade; 4 total course points)

Instruction. Students are to write a self-reflection piece on how they fulfilled nine (9) clinical objectives as per the provided Clinical Evaluation Tool with regard to the Service Learning Project. The self-reflection piece will include a summary as to how the student feels the clinical setting and the didactic setting experiences correlate to each other, as well as how the experiences provided to the personal and professional growth of the student. The reflection piece is to be posted to the Blackboard (Bb) Discussion site, read and reviewed by peers, and rewritten as suggested by the Professor. The student will then submit their piece to his/her own e-Portfolio and on OpenLab as part of the service learning project evaluation component (Part VI, C). The self-reflection should be a piece of writing the student is proud to post as an example of personal and professional growth, as well as a maturation of self-reflection of ability, achievement, and attitude.

Description. An electronic portfolio (e-Portfolio) is a creative means of organizing, summarizing, and sharing ideas and information about learning experiences, together with personal and professional growth. The reflection in portfolio development can be important as a final product of one's own evaluation and self-assessment.

<u>*Grading Rubric for Narrative Self-Reflection:*</u>

Category	Full Credit	No Credit
1. Student will identify and provide full description of clinical objective *One-half (0.5) point* *Worth 12.5% of total grade*	Evidence includes complete provision of information, with no grammatical, spelling or punctuation errors	Evidence includes lack of complete provision of information, with grammatical, spelling or punctuation errors
2. Student will identify each expected behavior within the clinical objective, and provide detailed information as to how each expected behavior was met *One (1) point* *Worth 25% of total grade*	Evidence includes complete specific event description, with no grammatical, spelling or punctuation errors	Evidence includes lack of complete specific event description with grammatical, spelling or punctuation errors
3. Student will summarize self-reflection as to correlation of clinical and didactic settings to personal and professional growth *Two (2) points* *Worth 50% of total grade*	Evidence includes complete, in-depth correlation of clinical and didactic settings to personal and professional growth, with no grammatical, spelling or punctuation errors.	Evidence includes lack of complete, in-depth specific event analysis in less than three (3) complete sentences.
4. Student will post the entire reflection piece to ePortfolio page and service learning project *One-half (0.5 point)* *Worth 12.5% of total grade*	Evidence includes posting of entire reflection piece to ePortfolio page and in service learning project.	Evidence includes lack of posting of entire reflection piece to ePortfolio page an in service learning project.

Group Paper (20% of final course grade; 20 total course points)

<u>*Instruction*</u>. Students will visit the Brooklyn Historical Society in person. The link is ***http://www.brooklynhistory.org/exhibitions/current.html***
Students can select an exhibit to visit. Find five (5) nursing articles from the past five (5) years on any health issue that affected or currently affects Brooklyn as experienced in the exhibit. Present a written analysis of the issue, including the role of the community health nurse helping to solve the health issue as a problem. This is a place-based learning experience. ***Each student receives the same grade for the group paper***.

Evaluation Criteria for Paper: **Papers will be submitted through Safe Assign. Papers are a maximum of 20 points (20%) of final course grade. Please provide complete information about the following within the paper**:

(1) Description of health problem and analysis of problem with use of five (5) current articles that support the problem (within past five years) (6 points);
(2) Effects of the health problem on Brooklyn (4 points);
(3) Role of the community health nurse in helping to change/solve this problem (6 points);
(4) APA format, clarity, grammar, punctuation, sentence structure, timeliness of submission (4 points).

Grading Rubric for Paper:

CATEGORY	Full credit	Half credit	0 credit
1. Introduction and summary *Worth 30% of total grade*	Excellent introduction: The student did an excellent job summarizing the description of health problem with analysis.	Good introduction: The student did a good job summarizing the description of health problem with analysis.	Poorly written introduction: The student's summary and analysis was tangential and irrelevant.
2. Search of the Literature: Effect of Health Problem on Brooklyn *Worth 20% of total grade*	The student synthesizes information from at least five (5) evidence-based sources to completely describe the effect of the health problem on Brooklyn.	The student does not synthesize information well from at least five (5) evidence-based sources to describe the effect of the health problem on Brooklyn.	Synthesis confusing, incomplete, absent and/or from less than five (5) evidence-based sources to describe the effect of the health problem on Brooklyn.
3. The Role of the Community Health Nurse in helping change/solve the problem *Worth 30% of total grade*	The student completely describes the role of the Community Health Nurse in helping to change/solve the problem	The student completely describes the role of the Community Health Nurse in helping to change/solve the problem.	The student completely describes the role of the Community Health Nurse in helping to change/solve the problem.
4. Body of paper (Paragraph construction and mechanics, accuracy of content, timeliness of paper submission, APA style, reference list). *Worth 20% of total grade*	The content of the student's work illustrates a well-developed/ thorough understanding of the content under study. All paragraphs include introductory sentence, explanations/details, concluding sentence, with no grammatical,	The student's work illustrates fair/adequate understanding of the content under study. Most paragraphs include introductory sentence, explanations/details, concluding sentence, with almost no grammatical, spelling or punctuation errors.	The student's work illustrates a poor understanding of the content under study. Paragraphs included related information but were typically not constructed well, and there are grammatical, spelling or punctuation errors. The paper is not

	spelling, or punctuation errors. Paper is submitted on due date, and references are accurate and complete.	Paper is submitted on time, and references are mostly accurate and complete.	submitted on time, and references are inaccurate and incomplete.
APA STYLE: Online resource	http://owl.english.purdue.edu/owl/resource/560/01/		

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NUR 4010 COMMUNITY HEALTH NURSING

CLINICAL EVALUATION TOOL

STUDENT_____

INSTRUCTOR_____   Midterm { }   Final { }

UNIT_____

DATE_____   S { }   N { }   U { }

The behavioral objectives for this course serve as a guide for the student's clinical progress. The student must receive a satisfactory rating for each objective on the final evaluation in order to receive a passing grade for the clinical component and the course. Failure in an objective will result in a failure for the course.

Performance in the designated areas will be assessed as follows:

S=Satisfactory

Clinical Performance is safe and adequately demonstrates application of the nursing process, communication, psychomotor skills and integration of theory.

N=Needs improvement

Clinical performance is basically safe, but performance is inconsistent and integration of theory and skills is not evidenced through use of the nursing process or through professional behaviors. A written contract will be presented to the student at midterm, outlining specific criteria needed to obtain an "S" grade. At semester's end, the N will be converted to an "S" or a "U."

U=Unsatisfactory

Clinical performance is unsafe or inadequate in the application of the nursing process, demonstration of communication and psychomotor skills and the integration of theory. The instructor will develop a written contract with the student, outlining the specific standards that must be met to obtain a satisfactory grade at the end of the semester.

Objective 1:   Demonstrates individual professionalism through personal behaviors and appearance.

EXPECTED BEHAVIORS	Midterm	Final
1. Maintains client confidentiality		
2. Assumes responsibility for own learning		
3. Prepares for clinical learning		
4. Completes assignments within designated time frame		
5. Seeks guidance appropriately		
6. Participates actively in clinical conferences		
7.Attends clinical punctually and in accordance with school policy		
8. Dresses professionally		

Comments:_____

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Objective 2:   Employ analytical reasoning and critical thinking skills when providing care to individuals and families in the community setting.

EXPECTED BEHAVIORS	Midterm	Final
1. Uses client interview, nursing and medical records, staff nurses and other health professionals to collect client information		
2. Assesses the impact of developmental, emotional, cultural, religious and spiritual influences on the client's health status		
3. Collects significant data relevant to client's self-care needs		
4. Completes a physical assessment of selected clients		
5. Prioritizes care based on analysis of data		
6. Applies priority-setting in planning nursing interventions		
7. Implements safe, appropriate nursing interventions in a timely manner		
8. Administers medications and treatments safely		
9. Evaluates the outcomes of nursing care		
10. Is reflective about practice. Modify client care as indicated by evaluation of client outcomes.		
11. Utilizes principles of personal safety when working in the community setting		

Comments:_____

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Objective 3:   Effectively communicate with diverse groups and disciplines using a variety of strategies regarding the health needs of individuals and families in the community setting.

EXPECTED BEHAVIORS	Midterm	Final
1. Utilizes therapeutic communication skills with individuals and families in the community setting		
2. Utilizes appropriate channels of communication		
3. Communicates clearly and effectively with instructor, peers and the health care team		
4. Communicates significant data to instructor and the health care team		
5. Adapts communication skills to the developmental needs of the client		
6. Reports and documents assessments and nursing interventions accurately		

Comments:_____

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Objective 4: Establish environment conducive to learning and use a plan for learners based on evidence-based practice.

EXPECTED BEHAVIORS	Midterm	Final
1. Develops and implements a teaching plan for an adult and/or family in the community setting		
2. Establish environment conducive to learning		
3. Evaluates client/family learning outcomes		

Comments:_____

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Objective 5: Utilize informational technology when managing individual and families in the community.

EXPECTED BEHAVIORS	Midterm	Final
1. Utilize principles of nursing informatics in the clinical area		
2. Maintain strict confidentiality with client records		

Comments:_____
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Objective 6. Demonstrate .a commitment to professional development

EXPECTED BEHAVIORS	Midterm	Final
1. Uses appropriate current literature in planning care for clients in the community setting		
2. Assumes responsibility for lifelong learning		
3. Engages in self-evaluation		
4. Is committed to adjusting to the challenges of independent practice in community health nursing		

Comments:_____
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Objective 7. Incorporate professional nursing standards and accountability into practice

EXPECTED BEHAVIORS	Midterm	Final
1. Utilizes American Nurses Association Standards in clinical practice		
2. Complies with agency standards of practice		
3. Is accountable for actions in the clinical area		
4. Is aware of the assigned agency 's mission		

Comments:_____
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Objective 8. Collaborate with clients, significant support persons and members of the health care team

EXPECTED BEHAVIORS	Midterm	Final
1. Collaborates effectively with health care team to address client problems		
2. Coordinates client-care based on client needs and therapeutic interventions		
3. Identifies health care resources for client/families		
4. Guides clients/families to make appropriate lifestyle and treatment choices		
5. Assist clients to make connections to other community agencies		

Comments:_____
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Objective 9. Recognize the impact of economic, political, social and demographic forces that affect the delivery of health care services

EXPECTED BEHAVIORS	Midterm	Final
1. Recognize gaps in care system		
2. Begin to identify solutions to complex problems in the clinical area		
3. Acts as change agent in advocating to appropriate health care resources for client/families		

Comments:_____

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SUMMARY:_____

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ABSENCES_____   **LATENESSES**_____

**STUDENT
COMMENTS:**_____

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INSTRUCTOR SIGNATURE:_____

DATE:_____

STUDENT SIGNATURE:_____

DATE:_____