

APP  
12/5/14

Course information:

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1. Course name: Experiential Learning: Community Health Nursing
2. Department: NUR
3. Number: 331
4. Cluster requirement: Learning Through Engagement

Faculty information:

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Required components:

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8. Master syllabus:  
[http://webroots/www.umassd.edu/genedchecklist/holding/nur\\_331\\_experientiallearninginthecommunity\\_mastersyllabus\\_2014.pdf](http://webroots/www.umassd.edu/genedchecklist/holding/nur_331_experientiallearninginthecommunity_mastersyllabus_2014.pdf)
9. Course overview statement:

Rationale

Course: NUR331 Experiential Learning: Community Health Nursing

Cluster 5B-Learning Through Engagement

This experiential course allows junior level nursing students to integrate knowledge gained throughout the nursing curriculum with community health nursing concepts to provide culturally appropriate care and health promotion services to individuals and select aggregates in a variety of community settings. A community of interest may be located within or outside of our national borders, i.e. cities and towns located in Southeastern Massachusetts, the Republic of Haiti or the Azores, Portugal.

The course meets all of the University Studies 5B: Learning through Engagement criteria as students are required to identify a selected community's strengths and weaknesses through a comprehensive community health assessment. Students engage with community members and their social networks at the individual level while performing home visits and at the aggregate level when providing services to the clients of a particular agency, organization or clinic. Partnering community agencies and organizations serve as primary sources of referrals for opportunities to care for individuals and aggregates across the lifespan i.e. school age children, veterans or the patrons of a particular community health clinic.

Consistent with service-learning pedagogy, students maintain a journal of reflections documenting the personal and professional growth which has occurred as a result of providing service to members of a selected community. Students articulate the value of community engagement by presenting the "lessons learned" to peers and the community at large, sharing how these revelations will impact their ability to care for individuals and aggregates in the future.

10. Signed faculty and chair sponsor sheet: sent separately.
11. Official course catalog description for the course:  
This experiential learning course prepares nursing students to promote health and provide care for individuals, families, and aggregates in the community

setting. Principles of epidemiology, demography, environmental sciences, group dynamics, and systems theory are integrated with nursing concepts to provide the basis for nursing practice consistent with ANA Scope and Standards of Public Health Nursing Practice (2013), The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008), and the Quality and Safety Education for Nurses Initiative (QSEN). Healthy People 2020 Objectives and the United Nations Millennium Development Goals will guide the selection of service learning activities.

This course satisfies the "learning through engagement" requirement of the University Studies Curriculum, Area 5B. This is accomplished through service learning pedagogy. Students' understanding and appreciation of their academic study is deepened through active service to a community of interest. Communities of interest may be professional, scholarly, social, cultural, faith-based, economic or geopolitical.

12. Course approval form: not entered.

University of Massachusetts Dartmouth-UNIVERSITY STUDIES

Master Syllabus

Course: NUR331: Experiential Learning: Community Health Nursing

Cluster 5B-Learning Through Engagement

**CREDITS:** 3 credits  
**COURSE PLACEMENT:** Level III  
**PREREQUISITES:** NUR 326 Care of Adults with Acute Illness/Chronic Illness  
NUR 327 Experiential Learning: Adults with Acute/Chronic Illness  
**COREQUISITE:** NUR 330 Community Health Nursing (Theory)  
**REQUISITES:** Required Health Screenings, Immunizations and  
CPR Certification and liability insurance per College of Nursing  
policies

This University Studies Master Syllabus serves as a guide and standard for all instructors teaching an approved course in the University Studies program. Individual instructors have full academic freedom in teaching their courses, but as a condition of course approval, agree to focus on the outcomes listed below, to cover the identified material, to use these or comparable assignments as part of the course work, and to make available the agreed-upon artifacts for assessment of learning outcomes.

**Course Cap:** This course is offered every spring and fall semester to eligible students. The cap per clinical section must meet Massachusetts Board of Nursing Registration guidelines.

**Description:**

This experiential learning course prepares nursing students to promote health and provide care for individuals, families, and aggregates in the community setting. Principles of epidemiology, demography, environmental sciences, group dynamics, and systems theory are integrated with nursing concepts to provide the basis for nursing practice consistent with *ANA Scope and Standards of Public Health Nursing Practice* (2013), *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008), and the *Quality and Safety Education for Nurses Initiative* (QSEN). Healthy People 2020 Objectives and the United Nations Millennium Development Goals will guide the selection of service learning activities.

This course satisfies the "learning through engagement" requirement of the University Studies Curriculum, Area 5B. This is accomplished through service learning pedagogy. Students' understanding and appreciation of their academic study is deepened through active service to a community of interest. Communities of interest may be professional, scholarly, social, cultural, faith-based, economic or geopolitical.

<b>Course specific learning Outcomes</b>	<b>Assignment/Activity/Evaluation Tool</b>
1. Demonstrates professional responsibility, accountability, clinical competence, and ethical decision making as the basis for delivering health care.	<b>Clinical Performance Evaluation Tool-</b> <i>The tool quantifies student behaviors for standardization evaluation throughout all clinical courses.</i>
2. Demonstrates professional and inter-professional communication skills and cultural sensitivity in planning care for and engaging with culturally diverse individuals, families, and aggregates in the community.	<b>Aggregate Health Promotion Project</b> <b>Home visiting and/or participation in clinic activities.</b> <i>Students engage with clients, agency staff and community members during health promotion activities.</i>

<p>3. Uses research to support the planning, implementation, and evaluation of nursing interventions for individuals, families, and aggregates in the community, including epidemiological data where applicable.</p>	<p><b>Aggregate Health Promotion Project</b>  <i>Students use a systematic, evidenced-based approach to planning, delivering and evaluating interventions proposed throughout the development and execution of the health promotion project.</i></p>
<p>4. Compares agency health policies to state, national, international, and discipline specific standards of care.</p>	<p><b>Policy Assignment</b>  <i>Each student presents a policy from their assigned agency, state or national level to peers for discussion of its implications for health promotion and level of agreement with professional standards.</i></p>
<p>5. Implements health promotion and education strategies, including the use of information technology, when planning and evaluating the care of individuals, families, and aggregates in the community.</p>	<p><b>Aggregate Health Promotion Project</b>  <b>Home Visiting and/or participation in clinic activities</b>  <i>Students promote health literacy by educating clients in a variety of settings, i.e. clinics, subsidized housing complexes, councils of aging, etc.</i></p>
<p>6. Evaluates the formative and summative outcomes of nursing interventions implemented at the individual, family, and aggregate levels of care.</p>	<p><b>Aggregate Health Promotion Project</b>  <b>Home visiting and/or participation in clinic activities</b>  <i>Students evaluate care and health interventions from a formative (process) and summative (product) perspective.</i></p>
<p><b>University Studies: Learning Through Engagement Outcomes</b></p>	
<p>1. Identifies the needs and resources of a chosen community of interest. Communities of interest may be professional, scholarly, social, cultural, faith-based, economic or geopolitical.</p>	<p><b>Community Health Assessment</b> –<i>Students identify the strengths and weaknesses of a selected community of interest by systematically collecting data from primary and secondary sources. Community health diagnoses are prioritized for intervention according to the 2020 Healthy People Objectives for domestic communities and according to the U.N. Millennium Development Goals for communities located outside of the United States.</i></p>
<p>2. Applies knowledge and skills gained through academic study to real problems and/or opportunities within assigned communities.</p>	<p><b>Aggregate Health Promotion Project</b>  <i>Each student develops a health promotion project tailored to the specific needs of an identified aggregate within the larger community of interest by using appropriate discipline specific literature and best practice strategies.</i></p>
<p>3. Describes the connections between learning on campus or online and the issues and needs of broader academic, professional or civic communities.</p>	<p><b>Reflective Journal-</b>  <i>Students document personal reflections of their clinical experiences in journal entries tying their previous and current learning experiences with the mission of nursing in meeting societal health needs.</i></p>
<p>4. Articulates the value of engagement to other members of their communities.</p>	<p><b>Aggregate Health Promotion Project</b>–<i>This assignment requires that students disseminate "lessons learned" to the nursing community (peers) and the agency or organization to which they were assigned. Additionally, students are given the opportunity to present their project in the form of a poster presentation to the nursing community at Sister Madeleine Clemence Vaillot Scholarship Day.</i></p>

**CLINICAL FACILITIES:**

Communities and community health agencies may be located in the State of Massachusetts, within the United States or internationally. Local communities previously used include Dartmouth, Fall River, New Bedford and Taunton. Haiti has hosted previous international community learning experiences.

**Learning Resources:**

**TEXTBOOK:** Nies, M. & McEwen, M. (2011). Community/Public Health Nursing: Promoting the Health of Populations. St. Louis, Missouri: Saunders Elsevier. (5<sup>th</sup> Edition).

**Selected readings and videos assigned by nursing instructor.**

**EVALUATION METHODS:**

<b>Assignments</b>	<b>Percentage of final grade</b>
<b>Clinical Performance (Clinical Evaluation Tool)</b>	<b>60</b>
<b>Community Health Assessment Assignment</b>	<b>10</b>
<b>Home visiting and/or clinic documentation according to agency protocols and nursing practice standards</b>	<b>5</b>
<b>Policy Assignment</b>	<b>5</b>
<b>Reflective Journal</b>	<b>5</b>
<b>Health Promotion Project</b>	<b>15</b>
<b>FEMA Emergency Disaster Training: Incident Command System Online Module available at: <a href="http://training.fema.gov/emiweb/is/is100b.asp">http://training.fema.gov/emiweb/is/is100b.asp</a></b>	<b>Certification Required</b>
<b>Total</b>	<b>100</b>

Samples of assignments which directly relate to the University Studies Outcomes, the Community Health Assessment Assignment and the Health Promotion Project, are provided below.

## Community Health Assessment

This assignment gives students the opportunity to develop their population assessment skills through active participation in primary and secondary data collection. The assignment is divided into three activities: a windshield survey, a key informant interview and an oral presentation of the results of the data collection process. The purpose of the assignment is to help students understand how the strengths and weaknesses of a selected community impact the health of its residents.

The student will use a variety of data collection strategies including observation during a windshield survey, interviews with key informant(s), site visits to community resources and internet and library databases to collect data for one section of the community's health assessment. The clinical instructor will divide the data collection equitably for the chosen community. Each student will be responsible for his/her assigned topical area and will have 3 weeks to collect the data for his portion of the assessment. On the 4<sup>th</sup> clinical session each student will share the results of their exploration with each other and members of the local community (if applicable) in a 10 minute oral presentation.

### **Community Health Assessment Activity #1: Windshield Survey**

**Activity learning objective:** At the completion of this activity the student will demonstrate the ability to identify the subtle and obvious strengths and weaknesses of a selected community in relation to its health by noting its general appearance, geographic location, signs of economic status, obvious environmental hazards and social determinants of health.

This activity is designed to allow the student to become familiar with the selected community of interest by requiring the student to engage in primary data collection. The student will make firsthand observations of the people and living conditions that impact the health of the community of interest.

The clinical instructor will guide the student through this process, providing maps and locations to aid the student's first visit to the community.

The following resources are provided to give sample of windshield surveys. The first resource is Chapter 6: Community Assessment of your textbook (Nies & McEwen 2011), specifically pages: 94, 97, and 99 and the "Evolve" web links for that chapter.

Other web resources:

Community Toolbox:

<http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/windshield-walking-surveys/main>

Windshield Survey of Marinette, WI 2011 (Youtube video posting, 2011)

<https://www.youtube.com/watch?v=TGXMoQjXbUk>

After conducting the survey, please document your findings in your journal summarizing the highlights of your observations. Share your observations with your peers during your segment of the community health assessment presentation.

## Community Health Assessment Activity #2: Key Informant Interview

**Learning objective:** At the completion of this activity the student will be able to engage a member of the community of interest to obtain their perspective on the issues affecting their community.

### **Activity description:**

A key informant is a resident of the community of interest or someone who has either formal or informal ties to the community and shares their knowledge about the community of interest with you. An advantage of this type of data collection is the potential to gain a better “picture” of what the essential services and needs of the community are that may not be readily available from state and county statistics and historical papers. Some key informants may even suggest possible solutions to the concerns they’ve identified. A disadvantage to this type of data collection is that you are getting one person’s opinions of what is going on in their community.

To complete this component of the community assessment assignment you will select someone to interview about their personal experience of living or working in the chosen community (your clinical instructor can help you identify candidates for this activity).

**Steps of the interview process and sample script will be provided by your clinical instructor.**

## Community Health Assessment Activity #3: Oral presentation

The following should be used as a guide for your presentation:

Comprehensiveness of data collection of assigned community component. This includes data from secondary sources such as: agency brochures, informational materials, printouts from web sources and other collected data; and data from primary sources i.e. the key informant interview and the windshield survey observations.

Understanding of the relationship of the data to community health. Each presenter should highlight at least **one (1)** significant finding that either positively or negatively impacts the health of the community of interest.

Findings should be presented in a clear concise manner that will be useful to other students.

Creativity in the presentation is encouraged. This may include posters, pictures, or other teaching aids. The goal is to convey what you have learned in the most effective method possible.

<b>Grading Criteria:</b>	<b>Points</b>
Comprehensiveness of data collection for assigned materials ( include Windshield Survey & Key Informant Interview)	25
Indepth discussion of one (1) <u>significant finding</u> that impact the health of the selected community.	15
Presentation (clear concise, organized manner)	20
Hard copies of key findings for other students in the form of a handouts, PPT or informational brochures	20
Creativity in the presentation	20
<b>Total</b>	<b>100</b>

Community Health Assessment continued:

In order to provide students with an opportunity to use internet sources, personal visits to community resources, and materials available in the community, the following is a guide for dividing information. Each student is expected to present appropriate statistical data and provide references for the statistical data presented during the community assessment presentation.

**Topical sections:**

1. Community services A- history, demographic data, police, fire, emergency services, water, sewer, crime statistics, government services, disaster assistance, immigrant information.
2. Community services B and Recreational & communication services- -Chamber of Commerce, grocery, shopping, transportation, playgrounds, parks, athletic facilities, youth activities, elder recreation services, newspapers, public access TV, radio, geographic and climate data
3. Health services A-hospitals, physicians, nurses, health department, mortality statistics by cause, maternity services and resources
4. Health services B-home health services, long term care facilities, morbidity statistics (except cancer, asthma, AIDS, STDs, pediatric obesity, substance use).
5. Health services C-cancer services and cancer morbidity/mortality statistics, Hospice services, AIDS services, AIDS morbidity statistics, specialty clinics and resources
6. Social services A-Family Services, Bristol County Elder Services, unemployment rates, mental health resources, drug & alcohol services, Salvation Army, substance use statistics
7. Social services B-welfare, poverty rates, food and clothing assistance, child abuse and neglect, domestic violence statistics and resources
8. Educational resources-schools, colleges, day care centers, adult or evening programs, residential and special needs, educational achievement rates, drop-out rates, health statistics related to teen pregnancy, adolescent substance use, sexually transmitted diseases (STDs), pediatric obesity.
9. Housing resources-public housing, elderly housing, low-income and disabled housing, emergency shelters for displaced families, environmental issues ([www.scorecard.org](http://www.scorecard.org)), lead poisoning morbidity statistics, asthma rates
10. Community News Log: chronicle the current community concerns as evidenced by local newspaper articles, radio, and/or television broadcast of community events, problems, strengths or weaknesses.

Resources for statistical data: Visit Evolve website for additional links through textbook, see Chapt. 6, Community Assessment. Visit the [www.mass.gov](http://www.mass.gov) website to access MassCHIP database for health indicator data. For environmental hazards visit [www.scorecard.org](http://www.scorecard.org).



### Purpose

The purpose of this assignment is to provide students with the opportunity to apply the nursing process to a specific population while making a meaningful contribution to the community's health. Emphasis is placed on working collaboratively with larger aggregates (groups, population groups, or organizations). Epidemiological concepts are utilized in assessing health status of these larger aggregates, in identifying health problems and/or potential risks, and in formulating potential plans for interventions.

### Overview

Using the nursing process as your guiding framework, you will plan and evaluate a health promotion intervention developed to address a specific risk or need of a selected aggregate, i.e. elementary school children at a particular school. An example of such a project would be the development and implementation of an educational intervention which teaches hand washing (infection control) techniques to elementary school age children with the goal of decreasing absenteeism rates due to illness in a particular school.

Agency staff and/or the target population and Healthy People 2020 objectives or U.N. Millennium Development Goals should guide the selection of the need or risk to address. A summary of your project will be submitted in the form of a paper composed of the following sections: an abstract, aggregate needs assessment, literature review, planning, implementation and evaluation. On the final clinical day you will have the opportunity to share your paper with peers in the form of an oral or poster presentation.

**Suggested Reading:** See Power Point Presentation (available on MyCourses): Using Research Evidence and Community Assessment Data to Develop Community Health Intervention Projects by Diane C. Martins, Jeanne M. Leffers, Alicia Curtin, University of Massachusetts, Dartmouth, MA and Debby Godfrey Brown, University of Rhode Island, Kingston, RI.

### PAPER REQUIREMENTS:

#### 1. ABSTRACT

Provide a summary of the project, agency setting, population served, outcomes obtained. Word limit 150 words.

Web resource: <http://undergraduateresearch.ucdavis.edu/urcConf/write.html>

#### 2. NEEDS ASSESSMENT AND DATA COLLECTION

Identify a population to work with. Assess the needs of this population (group, population, and organization.) Be sure to seek the following data:

- a. Socio-demographic Characteristics: age, gender, race, ethnicity, educational background, income level, occupational status, housing, transportation, employment status, etc.
- b. Health Status: mortality, morbidity, health care utilization and epidemiological rates specific to your chosen aggregate.
- c. Supra-system influences i.e. health services outside of the agency or community of interest.
- d. **Healthy People 2020 Objective(s)** or **UN Millennium Development Goal** addressed by this project.

#### 3. LITERATURE REVIEW

Select six (6) articles relevant to your aggregate population (3 research articles and 3 professional journal articles) that provide information about the community or population of interest or similar interventions.

- a. **Annotated Bibliography format-** Summarize each article in your own words and explain how the research relates to your topic or population.
- b. provide hard copies of the articles to the instructor.

c. share key findings from the literature with the staff at your agency and fellow students during a brief end of semester presentation.

**Annotated bibliography web-resource:**

**<http://www.bethel.edu/library/research/apa-annobib-sixth.pdf>**

#### **4. PLANNING**

Using the needs assessment and information obtained from your literature review, plan a health promotion intervention. Seek and incorporate input from your preceptor and the population served. Prioritize the health problems and/or needs using a **theoretical framework or planning model from nursing, epidemiology, or the social sciences**; i.e. **maslow's hierachy of needs, health belief model, chain of infection, etc.**

**Goals and Objectives:** Identify the ultimate goal and measurable objectives for your intervention. Both the student and the aggregate preceptor must mutually agree to these goals.

**Budget:** Prepare an itemization of actual or estimated expenses for the project, including sustainability costs.

#### **5. IMPLEMENTATION/INTERVENTION**

Implement the strategy or intervention.

**Sample of Intervention:** Provide sample of the work done such as: brochures, videos, PowerPoint, questionnaires, surveys, etc.

#### **6. EVALUATION**

Evaluate the objectives, plan and intervention. Include the aggregate's evaluation of the project as well. Be sure to include both a **process (formative)** and **product (summative)** evaluation of the project.

**\*Please comment on the potential of the agency staff to sustain the intervention or utilize provided materials after the end of this clinical semester.**

#### **7. DISSEMINATION OF FINDINGS**

Project presentations will take place on the last clinical day. Please share key findings with agency members and peers. Submission of a poster presentation of your project to the annual Sister Madeleine Clemence Vaillot Scholarship Day event is voluntary.

#### **8. APA FORMAT**

Please format sections of the paper and citations according to the Publication Manual of the American Psychological Association 6<sup>th</sup> Edition (APA) guidelines.

	<b>HEALTH PROMOTION PROJECT GRADING CRITERIA</b>	<b>Points</b>
<b>1</b>	<b>Abstract</b>	<b>05</b>
<b>2</b>	<b>Needs assessment and data collection</b>	<b>15</b>
<b>3</b>	<b>Summary of Articles (Annotated Bibliography format)</b>	<b>20</b>
<b>4</b>	<b>Planning, Goals and Objectives, and Budget (if appropriate)</b>	<b>10</b>
<b>5</b>	<b>Implementation/Intervention and sample of project materials (surveys, teaching materials, PPT's, etc.)</b>	<b>20</b>
<b>6</b>	<b>Evaluation (process and product)</b>	<b>10</b>
<b>7</b>	<b>Dissemination of project findings to clinical group and collaborating agency staff.</b>	<b>15</b>
<b>8</b>	<b>APA format, spelling, grammar</b>	<b>05</b>
<b>TOTAL</b>		<b>100</b>