# Course Change Proposal

**Form A**

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>Academic Organization (Department):</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Health and Human Services</td>
<td>Division of Nursing</td>
<td>February 22, 2011</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Course Proposal:</th>
<th>Department Chair:</th>
<th>Submitted by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>New ___ Change ___ Deletion ___</td>
<td>Carolynn Goetze</td>
<td>Ann Stoltz</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does this course fulfill a requirement for single-subject or multiple subject credential students?</th>
<th>For Catalog Copy:</th>
<th>Semester Effective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ___ No __</td>
<td>Yes ___ No ___</td>
<td>Summer 2011</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CCE (Extension):</th>
<th>NA</th>
<th>Fall __ Spring __, 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ___ No ___</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

## This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):

NA

If changing an existing course, should new version be considered a repeat of the original version? If so, the same Course ID will be maintained. If not, a new Course ID will be assigned. Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr.

Yes ___ No ___

## Change from: New Course

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title:</th>
<th>Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 125</td>
<td>Community Health Nursing Clinical</td>
<td>2</td>
</tr>
</tbody>
</table>

## Change to:

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title:</th>
<th>Units:</th>
</tr>
</thead>
<tbody>
<tr>
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## JUSTIFICATION:

The current approved Nurs 144 course includes both theory and clinical components. To accommodate the new Accelerated Second Baccalaureate Nursing Program Collaborative, it is necessary to split the one course into two courses: one being theory (NURS 124) and one clinical (NUR 125).

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/umanual/acad.htm - Guidelines for Catalog Course Description)

The Community/Public Health Nursing clinical experience is designed to be taken concurrently with the theory portion of the course (N124). The clinical experience is centered on: (1) case management of clients receiving services from a community agency, (2) allied clinical experiences, and (3) community assessment, planning, and teaching. Additional activities such as attendance at PHN meetings, participation in disaster planning, and exposure to community clinics and resources may be available to supplement the clinical experience. Credit/No Credit: 2 Units/Laboratory/6 hours

Prerequisites: NURS 109, NURS 110, NURS 121, NURS 122

Corequisite: NURS 124

Note:

Prerequisite: NURS 109, NURS 110, NURS 121, NURS 122

Enforced at Registration: Yes ___ No ___

Corequisite: NURS 124

Enforced at Registration: Yes ___ No ___

Graded: Letter ___ Credit/No Credit ___

Instructor Approval Required? Yes ___ No ___

Course Classification (e.g., lecture, lab, seminar, discussion): lab C-17

Title for CMS (not more than 30 characters)
CommHealthNursClinical

Cross Listed? Yes ___ No ___

If yes, do they meet together and fulfill the same requirement, and what is the other course.
FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: “Students will be able to: 1), 2), etc.” See the example at http://www.csus.edu/acre/example.htm

Students will be able to:

1) Apply the nursing process to implement principles of public health nursing practice with various populations across the lifespan, including culturally and economically diverse groups.

2) Examine historical, legal, social, cultural, political, social justice, and economic factors that influence individual, community and global health care delivery systems with an emphasis on public health nursing practice.

3) Compare and contrast the roles and responsibilities of public health nurses in various community settings such as schools, mental health facilities, work place, prisons, hospice, home health, and elder care.

4) Integrate principles of public health such as epidemiology, prevention, health promotion, risk reduction, community health education, and environmental health as they apply to public health nursing.

5) Demonstrate the principles of community assessment, health education, and health promotion by presenting a health promotion topic in a community setting.

6) Develop and exhibit effective communication and interpersonal relationship skills that promote and foster optimal levels of health.

7) Synthesize knowledge, theory, and application of the public health nursing role while working with the health care consumer in a holistic manner.

8) Demonstrate critical and reflective thinking when applying principles of the nursing care process.

9) Perform in a manner that demonstrates compassion, competency, responsibility, accountability, leadership, management, ethics and professionalism within the scope of a nursing care professional.

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

<table>
<thead>
<tr>
<th>Assignment (details found at end of syllabus)</th>
<th>Points</th>
<th>Submit to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Reflection Journals – 10 weekly written entries regarding clinical experiences – 15 points each</td>
<td>200</td>
<td>Clinical Faculty</td>
</tr>
<tr>
<td>Assignment 2: Community Windshield Survey</td>
<td>100</td>
<td>Clinical Faculty</td>
</tr>
<tr>
<td>Assignment 3: Community Health Education project and paper (group grade)</td>
<td>See N124 syllabus</td>
<td></td>
</tr>
<tr>
<td>Assignment 4: Community Assessment – Oral presentation with PowerPoint (group grade)</td>
<td>200</td>
<td>Clinical Faculty</td>
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<tr>
<td>Assignment 5: Clinical Evaluation – Form posted in SacCT (Satisfactory or Unsatisfactory)</td>
<td>S or U</td>
<td>Clinical Faculty</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
<td><strong>Clinical Faculty</strong></td>
</tr>
</tbody>
</table>
For whom is this course being developed?
Majors in the Dept X Majors of other Depts Minors in the Dept General Education Other

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes X No
If yes, identify program(s): Bachelor of Science in Nursing

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No __X___
If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any).None ___________________________

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Accessibility: Following course approval, and prior to the start of the semester in which the new or revised course will be taught for the first time, an accessibility checklist [available at http://www.csus.edu/accessibility/checklist.html] shall be completed and submitted to the appropriate Dean’s office. An accessible syllabus shall also be made available online, preferably prior to the start of that semester’s open registration period.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

<table>
<thead>
<tr>
<th>Signatures:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair:</td>
<td>3/16/11</td>
</tr>
<tr>
<td>College Dean or Associate Dean:</td>
<td>3/10/11</td>
</tr>
<tr>
<td>CPSP (for school personnel courses ONLY)</td>
<td>3/10/11</td>
</tr>
<tr>
<td>Associate Vice President and Dean for Academic Programs</td>
<td>3/10/11</td>
</tr>
</tbody>
</table>

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean’s office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

5/20/2010
N125 Syllabus

California State University, Sacramento
NURS 125: Community Health Nursing Clinical

Faculty of Record
Professor Ann Knickelbein, MS, RN

Clinical Faculty
Kelley Berberich, MS, RN
Michelle Dang, PhD (c), RN
Ann Knickelbein, MS, RN
Nho Le-Hinds, EdD, RN
Amelia Richardson, MSN, RN
Martha Moon, RN, PhD, MPH

Online Office Hours:
Each instructor maintains different office hours. Please contact the individual instructor for appointments outside of class.

Office Location:
Folsom Hall

Phone:
TBA

Email:
SacCT email for course related correspondence or knickela@csus.edu for non course related correspondence

Prerequisites:
NURS 109, NURS 110, NURS 121, NURS 122

Corequisites:
NURS 124 Community Health Nursing Theory

Required Texts and Readings


Recommended Texts:


*Clinical faculty may require this text, based on the nature of your clinical setting.

Updated 1/12/11 AK
N125 Syllabus

The Community/Public Health Nursing clinical experience is designed to be taken concurrently with the theory portion of the course (N124). The clinical experience is centered on: (1) case management of clients receiving services from a community agency, (2) allied clinical experiences, and (3) community assessment, planning, and teaching. Additional activities such as attendance at PHN meetings, participation in disaster planning, and exposure to community clinics and resources may be available to supplement the clinical experience. Credit/No Credit Laboratory: 6 hours

Students must report to their clinical faculty and preceptors at the beginning and end of each clinical day. Any pertinent client/family information (e.g., issues of abuse/violence, growth changes/failure to thrive, developmental concerns, or change in health status) must be shared with the Faculty, Student Liaison or Preceptor on the day of the student’s contact.

**Please note: All health clearances, CPR, malpractice insurance, PPDs, & automobile liability insurance must be validated by the nursing division prior to the first day of class.

Course Objectives

1) Apply the nursing process to implement principles of public health nursing practice with various populations across the lifespan, including culturally and economically diverse groups.

2) Examine historical, legal, social, cultural, political, social justice, and economic factors that influence individual, community and global health care delivery systems with an emphasis on public health nursing practice.

3) Compare and contrast the roles and responsibilities of public health nurses in various community settings such as schools, mental health facilities, work place, prisons, hospice, home health, and elder care.

4) Integrate principles of public health such as epidemiology, prevention, health promotion, risk reduction, community health education, and environmental health as they apply to public health nursing.

5) Demonstrate the principles of community assessment, health education, and health promotion by presenting a health promotion topic in a community setting.

6) Develop and exhibit effective communication and interpersonal relationship skills that promote and foster optimal levels of health.

7) Synthesize knowledge, theory, and application of the public health nursing role while working with the health care consumer in a holistic manner.

Updated 1/12/11 AK
8) Demonstrate critical and reflective thinking when applying principles of the nursing care process.

9) Perform in a manner that demonstrates compassion, competency, responsibility, accountability, leadership, management, ethics and professionalism within the scope of a nursing care professional.

**Access the Course**

This course is delivered face to face in clinical agencies and through a course management system named SacCT. Students will use their Saclink account to log into the course from the SacCT Login page (https://online.csus.edu).

**Clinical Agencies and Faculty**

Students are assigned to one of the following agencies for their clinical experience. Clinical agencies may vary each semester.

<table>
<thead>
<tr>
<th>TUESDAY Clinical Dates &amp; Locations</th>
<th>WEDNESDAY Clinical Dates &amp; Locations</th>
<th>THURSDAY Clinical Dates &amp; Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sacramento City Unified School District (SCUSD) Integrated Support Services 5735 47th Avenue Sacramento, CA 95824 Section 2 Faculty: Michelle Dang, PhD (c), RN</td>
<td>Sacramento City Unified School District Health Services (HS) 5735 47th Avenue Sacramento, CA 95824 Section 4 Faculty: Nho Le-Hinds, EdD, RN</td>
<td>Sacramento County Adult Services In Home Support Services (IHSS) 4875 Broadway Sacramento, CA 95820 Section 5 Faculty: Amelia Richardson, MSN, RN</td>
</tr>
<tr>
<td>Yolo County Public Health Department 137 N. Cottonwood Street Woodland, CA 95695 Section 3 Faculty: Amelia Richardson, MSN, RN</td>
<td></td>
<td>Placer County Health Department DeWitt Center 11484 B Avenue Auburn, CA 95603 Section 6 Faculty: Martha Moon, RN, PhD, MPH</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Folsom Cordova Unified School District (FCUSD) Community Education Center</td>
</tr>
</tbody>
</table>

Updated 1/12/11 AK
Assignments/Activities (* indicates graded in N124)

Home Visits
Clinical sites vary in the type and number of clients assigned for home visits. Clinical faculty will clarify home visit requirements specific to the clinical agency. Students may visit the first time with a PHN, as staff is available, or with another student. Students are encouraged to make independent home visits, when appropriate. Any concerns regarding home visits are to be discussed with the student’s clinical faculty.

Community Health Education Project *
In order to provide students an opportunity to explore community/population assessment and health promotion, risk reduction, and disease prevention; student groups, in collaboration with their clinical faculty, will select a health education project to be completed during the semester.

Each clinical agency/location has unique opportunities and challenges and the exact nature of the health education project will likely differ dependent on a number of variables. The process will include an assessment, planning, implementation, evaluation, summary, and conclusion of a clearly defined project. Groups will provide a presentation about their Community Health Education Project to their respective clinical staff and/or peers at the end of the semester. Students will receive a group grade for this group project and paper in N124; each member is expected to participate equally in the preparation, implementation, evaluation, presentation, and paper.

Although a portion of the work required for this project may be performed during the clinical day, non-clinical hours will be required to complete this assignment. Further details regarding this assignment will be provided by your clinical instructor, as well as in the guidelines posted in the Clinical Document section of the N125 SacCT site.

Reflection Journals
Students will complete a weekly reflection journal during their clinical experience. This weekly journal format will have two parts: a brief listing of the Activities of the day,
followed by a more in-depth Analysis. The greater portion of the journal is the Analysis, which offers the student an opportunity to reflect on the experiences/interactions of the day. Areas of concern, ethical dilemmas, value/bias issues, learning interactions and the strategies that were effective or not effective are important to consider in the analysis narrative. Clinical faculty will notify students whether a notebook, email, or hard copy format will be used for this assignment. Whatever format is used, the purpose is to allow students the opportunity to reflect on their clinical experiences. Further details will be provided regarding this assignment by each clinical faculty.

Windshield Survey
This is a survey about the community that the students will complete within the first four weeks of clinical and will be submitted to the clinical faculty or via SacCT. Additional details can be found in the Assignment Appendix of this syllabus.

Community Assessment *
Student groups will complete either a geopolitical or targeted community assessment, as assigned by the students’ clinical faculty. Groups will present their community assessment as a power point presentation during clinical time to their clinical groups and clinical faculty. Additional resources for this assignment are posted in the Clinical Document section in SacCT.

Clinical Evaluation
Students will participate in a conference with the clinical faculty near mid-semester and again near the end of the clinical practicum. The clinical evaluation tool is posted in the Clinical Documents section of SacCT. Clinical evaluation is based on all clinical activities including:
1. Observational visits
2. Client assignment & recordkeeping
3. Participation in clinical conferences
4. Completion of specified hours of clinical practice
5. Feedback from agency staff
6. Completion of all assigned activities

Clinical Attendance
Attendance at every clinical day is vital to successfully completing the course; therefore **attendance and on-time arrival is required for ALL clinical hours.** Any absence from clinical hours **MUST** be approved by the clinical instructor. **Students must notify both the clinical instructor AND the agency before the start of the clinical day for any absences.** Failure to notify the faculty and agency staff of an absence may result in **Failure** of the course. Non-attendance places an undue burden on the clients, agency and staff, faculty, and disrupts the orderly and consistent care and attention to client’s needs. Likewise, late arrival to clinical is disruptive to the class and interferes with the scheduled activities of agency staff. Late arrivals and missed clinical days may result
in disciplinary action. Students who are late (tardy) for clinical on two separate occasions may be dismissed from the clinical experience. Two missed clinical days and/or late arrivals may lead to an Incomplete or Failure of the clinical portion of the course. In the event that the student does miss a clinical day, the student must complete an alternative make-up experience as determined by the clinical faculty.

Clinical Agency Behavior

See student handbook.

Clinical Attire

The dress code for clinical is “professional-casual.” Khakis and comfortable shoes are acceptable. The following items are not acceptable attire: flip-flops, white T-shirts or T-shirts with graphics, blue jeans, scrubs, shorts, “low-cut” tops and tank tops (including “spaghetti-straps”). Please check with clinical faculty for further instructions on appropriate dress attire. Your name badge is required and should be worn at all times.

Grading

The final grade for NURS 125 will be derived from items in the following table. To successfully pass this course, each student must meet all course and clinical objectives, assignments and requirements. A minimum overall grade of 73% is required on all assignments to receive a “Credit” in N125.

A number of non-graded items will be required and must be completed and/or documentation provided to the faculty as requested. All assignments must be completed AND students must receive a satisfactory clinical evaluation in order to achieve a “Credit” in the course.

Updated 1/12/11 AK
Grade Distribution

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<td><strong>500</strong></td>
<td></td>
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</tbody>
</table>

Grading Criteria

73-100% = CR

Viewing Grades in SacCT

Students can access these via the MyGrades tool in their SacCT course.

Course Policies

All written assignments must follow APA style (6th ed.), unless otherwise specified by the instructor. Information on correct APA citing can be found at: http://library.csus.edu/guides/rogenmoserd/general/style.html

Participation

Students are encouraged to actively participate during clinical activities and have professional discourse with peers and faculty. Differences in viewpoint should be expressed in a manner that is conducive to learning and respectful to others. Likewise, written words in emails and online communication are often misinterpreted from the author's intended message. Information on Internet communication can be found at http://imet.csus.edu/imet3/ori/iknow/email.html

Updated 1/12/11 AK
University Policies

Academic Honesty

Academic integrity is rigorously expected. Students are expected to be familiar with the University’s Academic Honesty, Policy & Procedures. The policy on Academic Honesty and other information regarding student conduct can be accessed from the University Policy Manual (http://www.csus.edu/umanual/index.htm).

Any student who is deemed by the faculty to be involved in academic dishonesty (cheating, plagiarism, signing someone else’s name to an attendance sheet, etc.) may receive a grade of an F on the assignment with further sanctions possible in light of the severity of the offense, including failure and/or dismissal from the course. Additional information can be found at the Library’s Plagiarism Website.

Reasonable Accommodation Policy

If you have a disability and require accommodations, you need to provide disability documentation to Services for Students with Disabilities (SSWD). For more information please visit the SSWD website (http://www.csus.edu/sswd/). They are located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Please discuss your accommodation needs with the faculty of record after class or during my office hours early in the semester. Please let any of the course faculty know if there are accommodations that we can make in the curriculum or instruction to facilitate your full participation. We will make every attempt to maintain confidentiality.

University Resources

Sac State Library

As a Sac State student you have access to the various resources offered by the library such as book checkout, study areas, computer labs, online tutorials, research databases, etc. To learn more about available resources visit the Sac State Library website (http://library.csus.edu/).

Student Computing Labs

Students can use any of the IRT managed student computer labs on campus. Visit the University Labs website (http://www.csus.edu/uccs/labs/generalinfo/about.stm) for information about locations, hours, and resources available.

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N125 Syllabus

SacCT

SacCT is the course management system used on the Sac State campus for online courses or for courses that have some component online. To access a course on SacCT, you must login from the SacCT Login Page (https://online.csus.edu).

To learn more about SacCT visit the Student Resources webpage (http://www.csus.edu/webct/student/) where you can view online Tutorials, FAQ’s and other help resources.

Writing Center

For free, one-on-one help with writing in any class, visit the University Writing Center in Calaveras 128. The University Writing Center can help you at any stage in your reading and writing processes: coming up with a topic, developing and organizing a draft, understanding difficult texts, or developing strategies to become a better editor. To make an appointment or a series of appointments, visit the Writing Center in CLV 128 or call 278-6356. For current Writing Center hours and more information, visit the Web site at www.csus.edu/writingcenter

Testing Center

The Testing Center administers campus specific exams, CSU system-wide tests and national standardized tests to current and prospective students. Testing accommodations are provided for students with special needs and make-up test services are available upon faculty request. Tests are administered in controlled classrooms and private rooms. Testing Center staff provides proctor services for all exams. For more information, visit the Web site at http://www.csus.edu/testing/
Reflection Journals
200 Points Possible

Each journal will be graded on a rubric from 0 to 15. Remember that while you are to briefly list your activities for the week, the emphasis is on the analysis and application of learning to your public health practice.

Purpose: Journal writing provides an opportunity to explore the link between theory and clinical practice.

Students will complete a weekly reflection journal during their clinical experience. This weekly journal format will have two parts: a brief listing of the Activities of the day, followed by an Analysis. The greater portion of the journal is the analysis which offers the student an opportunity to reflect on the experiences/interactions of the day. Areas of concern, ethical dilemmas, value/bias issues, learning interactions and the strategies that were effective or not effective are important to consider in the Analysis narrative.

The purpose of the written journal is to encourage self-exploration and to monitor learning. A journal provides an opportunity for a student to explore various problem solving strategies and to use the process of writing to analyze and think critically about their nursing practice. The journal may explore personal strength as well as provide opportunities to develop plans for self-improvement.

In addition, the journal provides a communication and feedback loop between the student and the instructor. The instructor will use the journal to evaluate the student’s critical thinking skills and to evaluate their clinical performance. Journals are confidential; the instructor does not share the journal with other instructors or agencies.

* Activities: Briefly list activities for this clinical day.

**Analysis: Respond to at least one question from the following areas to reflect on for your journal entry:

- What feelings were you experiencing during today’s activities, personally or professionally?
- How did the activity/interventions contribute toward your meeting the course objectives?

Updated 1/12/11 AK
In what ways did this interaction/experience affect your practice or beliefs? Has it changed your practice or beliefs?

- What strengths and/or weaknesses did you identify in the interactions today? In what ways can you further develop strengths or work at decreasing weaknesses?
- Were activities/interventions effective or ineffective? Why?
- What surprised you about today? What was a significant circumstance you experienced?
- What did you learn today about Public Health Nursing, people, cultures, the health care system, or political system?

You are in no way limited to the above....these are only suggested as ways to start thinking and reflection on your experiences and learning.

Directions:
1. Type and submit your journal each week to your clinical instructor. You may email your journal to your instructor, submit it via Sac CT, or turn it in at the next clinical day as directed by your instructor.
2. If directed by your clinical instructor, keep all journal entries in a personal binder which will be reviewed regularly by your clinical faculty.
3. Points are allotted for each week's journal and the total points are included in course grade (up to 10 weeks).
4. The following page includes a form which you may find helpful in completing the journal.

Grading Rubric Scale (Total of 200 points for the semester; each weekly journal is worth up to 20 points)

<table>
<thead>
<tr>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3</td>
<td>listing activities only, little or no reflection</td>
</tr>
<tr>
<td>4-7</td>
<td>emphasis is on the activities, limited insight and reflection</td>
</tr>
<tr>
<td>8-11</td>
<td>reflection and analysis are presented but emphasis is on nursing tasks</td>
</tr>
<tr>
<td>12-15</td>
<td>journal entry reflects active processing, analysis, synthesis or evaluation of more global, in-depth reflection of the PHN student’s experience.</td>
</tr>
</tbody>
</table>

Updated 1/12/11 AK
# Reflection Journal Template

<table>
<thead>
<tr>
<th>NAME</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE</td>
<td></td>
</tr>
<tr>
<td>JOURNAL # (1-10)</td>
<td></td>
</tr>
<tr>
<td>ACTIVITIES</td>
<td></td>
</tr>
</tbody>
</table>

**ANALYSIS:** Respond to at least one of the questions from pages 14-15.
Community Windshield Survey
100 Points Possible

1. Either alone or in pairs, use the windshield community assessment to survey a specific geographic community (See P. 95-97 in Nies & McEwen).

2. Based on data gathered from your windshield survey, evaluate and analyze the community.

3. Write up your survey and community evaluation in no more than 3 pages. APA is not required.

4. Label each section according to the elements listed in the text. Write a brief sentence or two about each element.

5. Describe and explain at least three community strengths and at least three possible public health concerns.

6. Describe how a public health nurse may use a windshield survey and community assessment in his/her practice.

7. Use the following labels or headings to write up your survey:
   - Description of the Geographic Area (where is this community?)
   - Summary of Community Elements: Box 6.2 on page 97 (e.g. community vitality, indicators of social and economic conditions, etc.)
   - Strengths and Concerns
   - Summary and Usefulness to PHN practice.

Windshield Survey Grading Rubric 75 points total

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each section is labeled according to the elements and clear information is provided</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>At least 3 community strengths and 3 PH concerns are listed</td>
<td>30</td>
<td></td>
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<td>Clear and concise description of how a PH nurse could use a windshield wiper survey is presented</td>
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Community Health Education Project
200 points possible, group grade in N124

Purpose:
Utilize the epidemiologic process to identify a community health issue.
Plan, implement, and evaluate a health education project to a target group addressing
the identified community health issue. Use Chapter 8 in your Nies & McEwen text to
assist you in developing your project. Additional resources can also be found in Sac CT.

Objectives:
1. Utilize epidemiology principles to identify a community health issue/problem.
2. Utilize knowledge of stressors and risk-factors to identify a population at health
   risk.
3. Evaluate health care resources available to meet the identified health
   issue/problem
4. Apply the nursing process to a community group
5. Utilize selected health promotion and learning theories appropriate for the target
   group of learners
6. Apply current research in health education to plan effective strategies and content
7. Utilize community resources in planning and implementing the teaching project
8. Utilize group process theory in planning, implementing, and evaluating the project
9. Analyze the project at completion for effectiveness and student outcomes

Assignment:
1. Teaching groups will consist of 3-4 individuals from within your clinical group.
2. The group will select a topic and target population for teaching. Prior to
   implementation obtain consent of the clinical instructor for your selected topic.
   The following are two examples:
   a. Topic: Nutritious snacks for preschoolers. Target population: parents
   b. Topic: Asthma triggers. Target population: middle school students
3. The group will work together to:
   a. assess the community health issue,
   b. plan a health education lesson using appropriate teaching and learning
      strategies for the target population,
   c. implement the teaching with the target group, and
   d. evaluate your students’ (target population) learning using a measure
      appropriate for the learner and topic.
4. Collectively, the group will submit one written, APA format paper, not to exceed
   1000 words addressing the areas of assessment, planning, implementation,
   evaluation method, and summary/conclusion of the teaching project. A minimum
   of 3 current literature references are required and must be cited in the
   assessment section of the paper and on the reference page.
5. Students will present a 10 – 15 minute poster or PowerPoint presentation to their
   clinical group peers near the end of the semester. The presentation must include a
review of the assessment, planning, implementation, and evaluation method used for their project.

Grading Rubric for the Community Health Education Project:

**Assessment: 20 points**
- Provide a statement of the problem, supported by epidemiological data such as prevalence, distribution, determinants.
- Identify community resources available for the community health issue/problem.
- Identify learner needs and importance of targeting this population.
- Provide at least three current literature references regarding the assessment information and/or data.

**Planning: 80 points**
- Describe the learner population and reason for choosing this target population.
- Identify the developmental level of the learner and teaching/learning theories appropriate for this population of learners.
- Write at least two SMART (Specific, measurable, attainable, realistic, and time-referenced) learning/behavioral objectives for your target population which you will use for evaluation of the project.
- Provide a lesson plan in the paper that includes:
  - Content
  - Activities
  - Teaching methods/strategies
  - Evaluation method(s)

**Implementation: 20 points**
- Describe the teaching session/experience

**Evaluation: 30 points**
- Describe the evaluation method(s) and the reason for using this particular method.
  - Example: a quiz, pre & post test, Q & A
- Identify problems encountered, if any, with using this evaluation method(s).
- Did your students meet the behavioral/learning objectives? Why or why not? NOTE: The answers to these questions provide the essence of your evaluation.

**Summary and Conclusion: 30 points**
- Discuss the effectiveness of your teaching project. Include the target population's ability or lack of ability to meet the learning or behavioral objectives identified in the Planning section.
- Provide any recommendations to improve or change if you were to teach this topic again.

**Format: 20 points**
- Paper—logical; organized; content relevant, accurate, and current; scholarly writing.
- Current references (dated 2003-2010) and appropriate references for the issue/problem.
APA format correct for writing, grammar, punctuation, title page, and references. Points may be deducted for omissions and errors in APA formatting, type/print, accuracy, organization, length of paper, and inappropriately labeled tables and figures.

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Community Assessment
200 points possible (group grade)

Student groups will complete either a geopolitical or targeted community assessment, as assigned by the students' clinical faculty. Groups will present their community assessment as a power point presentation during clinical to their clinical group and clinical faculty.

Purpose:
To gain experience with and an understanding of the community assessment process.

Students will use an assessment guideline tool to:

1. define the community of interest
2. collect objective and subjective data from multiple sources
3. compose tables and figures to display selected morbidity and mortality data and data comparisons
4. analyze and synthesize data to identify community strengths and actual and potential health and health related needs/problems

Assignment:
1. Using the guidelines provided in the course SacCT website and resources from Chapter 6 in Nies & McEwen, student groups will collect data and prepare a community assessment on a geopolitical community (eg., county or city) or a targeted community (eg., homeless teens, racial or ethnic communities, persons who are obese). The type of community assessment to be completed will be determined by the clinical faculty.
2. Once the community assessment is completed, a power point presentation will be prepared and presented during clinical time to the clinical group and clinical faculty.

Evaluation of community assessment:
1. Assessment: 120 points
   Use the guidelines (on SacCT website) and collect all relevant data.

2. Analysis: 40 points
   This is the critical thinking component of the assignment where assessment data are analyzed to generate community diagnoses. Critical thinking is the reasoning process of analysis and synthesis of the data collected for diagnostic reasoning, problem solving and decision making related to the community diagnoses and planned targeted interventions. Analyze all data collected and discuss the patterns, connections, and/or relationships among various types of data. Look for patterns and connections among significant findings. Identify emerging trends.

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3. Community Diagnoses: 20 points
   Community diagnostic statements are derived from data analysis and synthesis. Formulate one or more diagnostic statements to identify the health promotion and disease prevention strengths and needs/problems of the community. The statements should include "who," "what," "why," and, as needed, "where."

4. Potential solutions for the community: 10 points
   Based on your findings, identify potential solutions or targeted interventions for the identified community problems. Be sure that these reflect the community diagnoses. Consider available resources and design fiscally realistic interventions. HINT: The Minnesota Intervention Wheel is a great resource to assist you with potential interventions.

5. Cited sources of data in presentation: 10 points

6. Data must be derived from a number of sources and referenced appropriately. These sources may include windshield surveys, key informant interviews, surveys, and databases on the web or in hardcopy.

7. Up to 10 points may be deducted for omissions and errors in type/print, accuracy, organization, length of presentation, and inappropriately labeled tables and figures.

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