

ARKANSAS TECH UNIVERSITY

DEPARTMENT OF NURSING



NUR 4804

PRACTICUM IN NURSING IV

NURSING IN THE COMMUNITY

Spring 2017

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ARKANSAS TECH UNIVERSITY
Department of Nursing

Course Number: NUR 4804

Course Title: Practicum in Nursing IV - Nursing in the Community

Credit Hours: 4 Semester Hours

Contact Hours: 12 Contact Hours per Week (12 hours x 15 week semester = 180 total contact hours = 18 hours per week x 10 weeks of clinical rotation)

Placement: Fall and Spring Semesters, Senior Year

Faculty: *Faculty Office Hours posted on Bulletin Board.*

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Catalog Description:

Prerequisites: NUR 4206 and 4405

Co-requisites: NUR 4606 and 4903

A clinical course which integrates theories and concepts from all nursing courses and provisions for practice in predominantly distributive healthcare settings. Emphasis is on the utilization of the nursing process, the prevention of illness, maintenance of health, and the restoration of wellness of individuals, families, and communities, experiencing adaptation to complex health problems. Management skills and techniques are utilized in the delivery of holistic nursing care. Activities are provided which facilitate the role transition from student to professional nurse. Clinical experiences occur in a variety of distributive healthcare settings.

Course Description:

12 clinical hours.

A clinical course that integrates theories and concepts from NUR 4606 and provides for practice in community-based health care settings. Emphasis is on the utilization of the nursing process in the promotion, restoration and support of health for individuals, families, groups and communities at risk for or experiencing complex health problems. Management skills and techniques are utilized in the delivery of holistic nursing care. Activities are provided which facilitate the role transition from student to professional nurse. Clinical experiences occur in a variety of healthcare settings to include global, technological and diverse topics.

Discrimination Statement:

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: <http://www.atu.edu/titleix/index.php>.

Disability Statement:

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit <http://www.atu.edu/disabilities/index.php>.

Instructional Resources**Required Textbooks:**

Marquis, B.L., & Huston, C.J.(2012). *Leadership roles and management tools for the new nurse*. Philadelphia, PA: Lippincott.

Maurer, F. & Smith, C. (2013). *Community public health nursing practice: Health for families and populations*, (4th ed.). Philadelphia, PA: W. B. Saunders.

Retain texts from previous nursing courses.

Recommended Textbooks: See NUR 4606 Syllabus

Bibliography:

Students are to use refereed journals and professional Internet resources. Examples include government sites, national healthcare provider sites (ANA, NLN, AMA, APHA, etc.) or sites referenced in nursing texts. The use of other resources for papers/projects must be faculty approved.

Justification/Rationale for the Course

By the completion of this course the student will progress toward student learning outcomes 1, 2, 3, and 4. This upper division professional nursing course provides opportunities for the student to apply knowledge and skills from the general education component and from nursing courses to the care of individuals, families and communities.

Course Objectives:

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

1. Utilize critical thinking skills and attitudes to provide promotive, restorative and supportive health care to individuals, families, groups and communities.
2. Synthesize professional nursing roles in providing holistic nursing care to patients of all ages.
3. Value ANA Standards of Care and Standards of Professional Performance in evaluating nursing care administered by self and by other team members.
4. Incorporate professional nursing behavior into practice.
5. Integrate principles and concepts of management and leadership into the delivery of nursing care.
6. Utilize and communicate pertinent research findings to expand and support nursing decisions.

Evaluation:

1. Grading Scale

A = 90 – 100

B = 80 - 89

C = 75 - 79

D = 68 - 74.99

F = 67 and below

I = Incomplete: All requirements not met.

2. A grade of "C" or above must be achieved in every nursing course in order to progress in the nursing program.

Students achieving less than a "C" in Theories and Concepts will automatically fail the accompanying practicum.

Students achieving less than a "C" in practicum will be required to audit Theories and Concepts and participate fully in the requirements of the course.

3. A grade of "I" may be recorded for a student whose work is incomplete due to circumstances beyond the student's control. The student must take responsibility for removal of the "incomplete" grade according to Arkansas Tech University's catalog requirements.
4. **All required assignments are due as indicated by faculty. The grade for late work will be lowered one letter grade for each late day.**
5. Students must **pass** a medication calculation exam with a score of **80% or higher** before starting clinical rotations. **Students not passing the exam by the second attempt will be dropped from NUR 4804.**

6. Course Grade

A score of 75% or higher must be accrued in BOTH the Community Health Practicum AND the Nursing Management Practicum in order to earn a passing grade for NUR 4804.

The grading will be as follows:

Community Health:50%
Clinical Exam:	(20%)
Weekly Log, Presentation, and Preceptor Eval..	(10%)
Cultural Project:	(10%)
Community Assessment.....	(10%)
Management:50%
Clinical Exam/Assignments	(10%)
Weekly Objectives/Preceptor Evaluation/Log..	(40%)

100%

Conduct of the Course:

Policies: (Also see [Student Handbook](#))

Class Attendance:

1. It is considered essential that the student regularly attend all nursing experiences. Absences will be reflected in the evaluation of the student's ability to meet course objectives and may seriously jeopardize the student's grade. **More than one clinical absence will result in an "F" for the course.**
2. It is the student's responsibility to be prepared and on time for all clinical experiences.
3. **In the rare event of a necessary absence, personal notification must be made to the proper agency as well as to the clinical faculty prior to the absence. Failure to report will be reflected in the Clinical evaluation tool under professionalism.**
4. If a consistent pattern of absences from practicum develops, the situation will be addressed by the faculty.
5. In addition to the assigned clinical practicum, other learning experiences may be scheduled. All students are expected to participate.
6. **The policy for determining makeup work for absences is determined by the clinical faculty.**

Communication:

1. Students should check ATU Blackboard for NUR 4804 daily, Monday through Friday, for recent announcements, course documents, etc. Grades will be posted on Blackboard.
2. Faculty frequently need to contact students via email. If the student uses an email account other than the ATU system, it is the student's responsibility to have ATU email forwarded to the preferred email account.

Course Requirements: (refer to student handbook for additional information)

All clinical requirements for level I-IV must be up-to-date and loaded in Certified Background. The requirements must be good until the end of the semester. **All required documents for Certified Background (and other paperwork required for level IV) is due on the first day of Level IV orientation (see calendar). If the student does not have all required documentation, he/she will be dropped from NUR 4804**

Insurance: All students must show evidence of having liability insurance prior to starting clinical experiences.

C.P.R. Certification: All students must present evidence of current AHA verification for cardiopulmonary resuscitation (CPR).

Certification must be current through the end of the semester.

T.B. Skin Test: All students must present evidence of current (within 12 months) TB screening.

Immunizations: Hepatitis B series or titer, Tetanus/Pertussis (some clinical sites require additional proof of immunizations (chicken pox vaccine or proof of disease, flu shot, etc.).

Dress and Behavior:

1. The ATU Department of Nursing uniform for the community/Management setting is as follows:

Scrubs with white lab coat with the ATU insignia and name pin. Professional looking street clothes may be substituted for scrubs in areas other than home health, such as school health.

Students may not at any time wear jeans, sandals or tennis shoes as that attire is considered inappropriate dress for working in the clinics, schools, and client's home. Students are expected to be neat and clean in appearance.

2. The students will be expected to maintain a professional attitude at all times while in the clinical area. Client confidentiality must be maintained. Students will abide by the agency's regulating policies.
3. The student will be in a number of different clinical agencies and is therefore committed to following all agency policies and procedures as well as the policies and procedures outlined in this syllabus, the Department of Nursing Student Handbook and the University Student Handbook.
4. The student is not allowed to have a cell phone in use during clinical. There are strict policies against the use of cell phones in the clinical setting, including taking pictures inside clinical facilities. A cell phone is permissible only under the discretion of the faculty member.
3. Students are reminded of the signed honesty statement and are expected to:
 - a. present written work that is theirs alone.
 - b. correctly document any materials from a textbook, pamphlet, journal, etc. that is used for an assignment.
 - c. only use authorized devices or materials for an examination and no copying from other students papers.
 - d. students caught cheating (including plagiarism) will receive a zero for the assignment and can be removed from the course with a recorded grade of D. Punishment will be determined by the Level IV faculty.

Note: Plagiarism is defined as stealing and presenting, as one's own, ideas or words of another, or not documenting material correctly.

Course Content:

- I. The Practice of Community Health Nursing
 - A. Community Project: *Information to be provided during orientation to the course*
 - B. Health Education
 - 1. Group teaching (adult/child)
 - 2. Incidental teaching
 - C. Settings for Community Health
 - 1. School Health
 - 2. Rural Health
 - 3. Home Health
 - 4. Occupational Health
 - 5. Health Department
 - a. Communicable Disease
 - b. Services for children
 - c. Services for young adults
 - d. Services for middle and older adults
 - D. Cultural Activity
 - II. Long-term Community Problem: Vulnerable Populations
 - III. Nursing Management
 - A. Planning, Organizing, Directing and Evaluating (Nurse Manager, Director, Supervisor, Head Nurse or Case Manager)
 - B. Planning, Organizing, Directing and Evaluating (Case Manager)
 - C. Directing (Charge Nurse)
 - D. Directing (Team Leader)
 - E. Planning, Organizing and Evaluating (Primary Care or Staff Nurse)
 - F. Planning, Organizing and Evaluating (Diagnostic Recovery)
 - G. Planning, Organizing and Evaluating (Triage/Patient Care-ER)
 - H. Evaluating (Nurse Educator)
 - I. Evaluating (Quality Management, Infection Control or Swing Bed Coordinator)
- Addendums:
- A. Practicum Evaluation Tool
 - B. Management Evaluation Tool
 - C. Community Case Studies

Teacher Roles:

Demonstrator, Evaluator, Facilitator, Resource Person and Supporter.

Student Roles:

Learner, Teacher, Manager, Advocate, Collaborator, Care-giver, Communicator and Researcher.

Teaching/Learning Strategies:

Conferences, Clinical Logs, Clinical Seminars, Teaching Project, Community Focus Project, and Videos.

NUR 4804 Practicum in Nursing IV
Nursing in the Community
GUIDELINES FOR CULTURAL PROJECT

Purpose:

To provide students/peer/colleagues with an understanding of the cultural needs/traditions of a selected cultural group (Native American, Asian American, African American, Hispanic/Latino, Indian (India) American, or approved culture) in relation to health practices, health behaviors, and nursing care in the United States.

You will be responsible for teaching the larger group regarding a specific cultural group. There will be a required quiz covering content from all the above cultures that you will take in the classroom setting. This is part of your clinical grade.

Resources are varied. Do not limit yourselves to library/we searches. Requirement: Interview with someone of this culture to assess nursing/ healthcare needs and cultural influences we need to know to provide care to this culture here in the United States. Talk to a variety of people of different ages and status within the cultural group. Contact the International Student and Multicultural Center on campus and interview a student if your culture is represented in this student population. Visit communities, stores, and churches. Talk to health care providers who work with the group.

Your powerpoint presentation might include pictures of clothing, jewelry, foods, etc. Review the outline for specific expectations. Community health text, chapter nine is a good starting place.

Here are a few Examples to preview:

http://www.youtube.com/watch?v=qDuXR-_m67o

<http://prezi.com/zeumixkqhqz/transcultural-nursing-haitian-culture-presentation/>

<http://www.dimensionsofculture.com/2011/05/health-care-for-african-american-patientsfamilies/>

<http://www.culturediversity.org/cases.htm>

<http://ccn.aacnjournals.org/content/24/4/48.full> (this is an excellent article about culturally sensitive care)

Outline for Paper/Powerpoint Presentation:

- I. Overview
 - A. Nature, origin, general description
 - B. History and impact in the U.S.
 - C. Location, size of group in your community, in U.S.

- D. Ritual practices, beliefs and values
- E. Religion in the culture
- F. Language
- G. Communication practices
- H. Conflicts between culture and living patterns in U.S.
- I. Response of the community to this group (currently and historically)
- II. Health-related Practices, Beliefs, Behaviors (as pertinent to the care of this cultural group in the US/Western health care agencies)
 - A. Family relationships
 - B. Definition of health and illness
 - C. General responses to:
 - 1. physical illness
 - 2. psychological illness
 - 3. "sick role"
 - 4. pain
 - 5. health care provider
 - D. Practices related to
 - 1. diet
 - 2. medications
 - 3. folk practices, remedies, "healers"
 - E. Who is responsible for health care
 - F. Common health problems
- III. Nursing Implications (related to the case study you design or provided in syllabus) in providing care a patient from this culture in the United States.
 - A. Address the nursing process
 - B. The nursing roles of care giver, communicator and teacher
 - C. Promotive, restorative, and supportive health care in terms of cultural characteristics.

For example based on culture:

What unique assessment data is gathered?

From whom do you gather the data?

Who is the household head?

What are unique communication characteristics that discourage/encourage a therapeutic relationship, i.e. eye contact, touching?

Where do you obtain an interpreter? How do you use an interpreter?

How are feelings, pain and disease expressed?

How and with whom do you collaborate to plan care, set goals, etc.?

What are interventions that "fit" the culture, i.e. diet, hot/cold, yin/yang, religion?

What unique primary preventive needs do members of the culture have?

IV. Resources/Bibliography (variety, appropriateness). Each student will turn in a separate Resources/Bibliography with the information for the section of the paper he/she completed.

**Resources must include at least 2 research studies from peer reviewed nursing journals.

Suggestions:

As stated, an interview with someone of this culture is a **required segment** of your presentation and paper. You may contact the International and Multicultural Office on campus to see if there is someone from this country who is willing to talk to you. The interview (or portions of it) should be included in the Powerpoint presentation (see Grading rubric) Please make sure you obtain permission from the subject if you wish to include a recorded interview in your presentation.

Health Department personnel, industrial nurses, nurse midwives, nurse practitioners; cultural members/leaders in churches, community; journals, books, community library, newspapers.

Be sure to include nursing journals/articles reflective of transcultural care

V. Peer Evaluation (p. 39)

(Due when Powerpoint presentation and paper are due {see calendar})

Requirements/Grading Criteria

1. Paper: You will submit a paper that includes the information in the outline. You should divide up the work among the members in your small group. Be sure each group member has an equitable load of the paper. We are NOT grading the paper for flow from one section to another. You will be graded on the part of the paper for which you are responsible. APA/Grammar will be reflected in the grade. References shall be cited correctly with a comprehensive Reference page. Although the decision on how to divide the work is determined by the group members, each member of the group is expected to contribute to the paper and the presentation. You are required to document (on the paper) who authored each section (or topic).
2. Peer Evaluation: Submitted on the date the paper and presentation are due.
3. Quiz: questions will come from the material provided by your classmates in the presentation.

Grading: 10% of Community Clinical Grade

Paper (including resources, bibliography, APA, grammar):	50%
Presentation:	30%
Quiz	10%
Peer Review:	10%

Paper Grading Criteria

- I. Introduction 10%
- II. Overview 10%
- III. Health-related Practices, Beliefs, Behaviors (as pertinent to the care of this cultural group in the US/Western health care agencies) 30%
- IV. Nursing Implications 30%
- V. Conclusion/Evaluation 10%
- VI. Formatting (APA, Grammar, Bibliography/References, Spelling, etc.) 10%

Cultural Presentation Evaluation/Grading Rubric

Culture: _____

Group Members: _____

Faculty Member: _____

I. Overview (20%)

- _____ A. Nature, origin, general description
- _____ B. History and impact in the U.S.
- _____ C. Location, size of group in your community, in U.S.
- _____ D. Ritual practices, beliefs and values
- _____ E. Religion in the culture
- _____ F. Language
- _____ G. Communication practices
- _____ H. Conflicts between culture and living patterns in U.S.
- _____ I. Response of the community to this group (currently and historically)

II. Health-related Practices, Beliefs, Behaviors (20%)

- _____ A. Family relationships
- _____ B. Definition of health and illness
- _____ C. General responses to:
 - _____ 1. physical illness
 - _____ 2. psychological illness

- ____ 3. "sick role"
- ____ 4. pain
- ____ 5. health care provider

____ D. Practices related to:

- ____ 1. diet
- ____ 2. medications
- ____ 3. folk practices, remedies, "healers"

____ E. Who is responsible for health care

____ F. Common health problems

III. Incorporation of Quality Interview into presentation (20%)

VI. Nursing Implications and Application to Case Study (30%)

____ A. Nursing Process

- ____ 1. Assessment
- ____ 2. Analysis
- ____ 3. Planning
- ____ 4. Intervention
- ____ 5. Evaluation

____ B. Nursing Roles

- ____ 1. Care Giver
- ____ 2. Communicator
- ____ 3. Teacher

____ C. Health Care needs/strategies

- ____ 1. Preventive
- ____ 2. Restorative
- ____ 3. Supportive

IV. Resources/Bibliography (10%)

FINAL GRADE: Paper _____(50%)

Presentation_____30%

Peer Review_____10%

Quiz_____10%

ARKANSAS TECH UNIVERSITY
Department of Nursing

**NUR 4804 Practicum in Nursing IV
Nursing in the Community**

Community Practicum Log Guidelines

Each student is required to complete objectives for clinical experiences.

Weekly Clinical Log:

1. Documentation of the experience and practicum focus.
2. Care provided to individuals, families, or community/public.
3. Skills performed.
4. Anecdotes. During the community experience, reflect and write accounts of client situations that you observed. Include subjective data, your feelings, and your perceptions of the experience.
5. One research article per week with summary and application

******Although you are not required to turn in “answers” to the learning objectives for each clinical focus in the NUR 4804 syllabus, you should incorporate the objectives into your clinical log in a specific way as you describe your experience in the community setting.***

Community Exam:

The exam content may include the following:

1. Experience objectives and all applicable learning activities.
2. SMOG analysis of reading material found in a community health setting.
3. Teaching in the community health setting.
4. Discussion of risk factors in school setting.
5. Questions regarding the assigned movies (*Outbreak* or *Contagion*, plus *And the Band Played On*)

****** Your ability to answer the learning objectives for each clinical focus in the syllabus will be essential to passing the clinical exam.***

UNIT I - THE PRACTICE OF COMMUNITY HEALTH NURSING

FOCUS A 1: Incidental Teaching (Clinics, School Nurse, Home Health, Occupational/Industrial Nursing, Health Department)

<i>OBJECTIVES</i>
<p>1. Students will analyze population needs in various settings and utilize appropriate teaching materials to accomplish educational outcomes.</p> <p>Note: Incidental teaching is the spontaneous teaching that is done while in contact with the client/family. It is geared toward anticipatory guidance needs of the client/family, such as nutrition during pregnancy, cessation of smoking, safety needs in home for a toddler, environmental hazards for elderly, etc. It is best accomplished through use of visual aids such as films, posters, pamphlets, etc. Any teaching aid that the client may take home for reference is ideal.</p> <p>This incidental teaching experience should take place at least once during the semester.</p>
<i>LEARNING ACTIVITIES</i>
<ol style="list-style-type: none">1. Read/Review: Maurer & Smith, chap. 20 in your community health text on teaching and learning. Chaps. 18-20 address health promotion concepts for a variety of age groups and situations and will be very helpful.2. Within the clinical setting identify an anticipated educational need for a client population.3. Gather teaching aids and materials that will be beneficial for clients such as handouts, charts, etc.4. Become knowledgeable about your subject so that you will feel comfortable discussing it with clients.

Evaluation of Teaching Materials

Pamphlet Name:

Readability (SMOG)*: _____

Age Appropriate _____

Culture Appropriate _____

Understandability (avoids jargon, technical terminology)

Typeface (size of print) _____

Key information easily identified. _____

Will you utilize again? _____ Yes _____ No Why? _____

*SMOG: Total number of words with three or more syllables in 30 sentences. (Ten consecutive sentences from beginning, 10 from the middle and 10 from the end.)

Nearest perfect square _____

Square root of that number _____

Add three _____ This is the grade level

Reviewed by _____

Date _____

UNIT I - THE PRACTICE OF COMMUNITY HEALTH NURSING
FOCUS B 1: School Health Nursing

<i>OBJECTIVES</i>
<ol style="list-style-type: none">1. Analyze how the school health program integrates the eight basic components of school health.2. Determine the major physical and psychosocial problems encountered in the school system and note methods of intervention used by the school nurse to address these problems.3. Determine the health related risk factors present in the school population.4. Analyze the role of school health in intervening in these risk factors and as compared to the ANA Standard of care for school nurses.5. Identify resources available to the school nurse in performing the roles of a school nurse.
<i>LEARNING ACTIVITIES</i>
<p>Read/Review:</p> <ol style="list-style-type: none">1. Read a research article related to school nursing and include a summary in the clinical log.2. Maurer & Smith, chap. 30.3. http://www.cdc.gov/HealthyYouth/CSHP -and- http://www.arkansascsch.org <p>Activities:</p> <ol style="list-style-type: none">3. Note screening schedules and referral routes and participate in visual, auditory, scoliosis, and other screening activities as scheduled by the school nurse.4. Observe the school children for evidence of normal growth and development proper to the age group and note any deviations.5. Interview the school nurse regarding her or his perception of the role of nurse in the school. What frustrations and rewards does the nurse experience?6. Interview the school nurse concerning ethical problems that arise within the school setting. How are ethical issues resolved?7. Review with the nurse the care of a child being followed for health reasons. What are your thoughts?8. What barriers exist in caring for high-risk children? How is the school health setting utilized in promotive, restorative, and supportive health care? How <u>could</u> the school health setting be utilized in promotive, restorative, supportive care?

UNIT I - THE PRACTICE OF COMMUNITY HEALTH NURSING
FOCUS B 2: Rural Health Clinic

<i>OBJECTIVES</i>
<ol style="list-style-type: none">1. Identify various activities in which health promotion occurs for patients.2. Analyze health care activities in which you participated during the clinical experience to determine promotive, restorative, and supportive care.3. Explore how the concepts of rural nursing fit the populations served by the clinic (if possible, cite examples). How do geographic and social factors impact the health status of the rural population?4. Identify challenges, opportunities, and benefits of practicing as a nurse in a rural health clinic.5. Describe potential ethical concerns that might emerge in the clinical setting. How are these handled by the staff?6. Identify and intervene in the health problems of patients served by the clinic.7. Identify the population served by the rural health community nurse and identify common health problems encountered.8. Analyze the role and functions of the nurse practitioner in a rural health setting.
<i>LEARNING ACTIVITIES</i>
<ol style="list-style-type: none">1. Read/Review: Maurer & Smith, chap. 32. Components of health screening and related teaching for the most common health threats (med-surg text, health assessment text, psychiatric text).2. Interview patients/staff and determine how “rural” is perceived in the community and practice setting.3. Participate with the nurse to meet objectives. Be prepared to do nursing assessment, history and interventions in the clinic setting.

UNIT I - THE PRACTICE OF COMMUNITY HEALTH NURSING
FOCUS B 3: Home Health/Hospice

OBJECTIVES

1. Describe the type of home health care agency in which you are participating.
2. Discuss the types of patients for whom care is provided, the family-centered approach to care, and the interventions/care provided by the nurse/student.
3. Compare and contrast nursing care given in a home setting with that given in a hospital setting.
4. In any home/family situation, identify both positive and negative factors affecting the patient's recovery from illness, adaption to illness or a peaceful death.
5. Discuss the collaboration between the nurse and other health care providers in providing home health/hospice care.
6. Describe the methods by which the nurse manages a caseload.
7. In general, describe the documentation of nursing care and the impact of reimbursement on this documentation.
8. If attending hospice, discuss the philosophy of hospice care.
9. Analyze the role of the HH/Hospice nurse as compared to the ANA standards of care for home health/Hospice nursing.

LEARNING ACTIVITIES

1. Read/Review:
Maurer & Smith, chap. 31.
2. Make home visits with a home health nurse and meet the stated objectives.
3. As a home health care nurse to discuss clinical situation in which he/she had to make a difficult ethical decision. Discuss the process the nurse went through to make a decision and its impact on his/her practice.

UNIT I - THE PRACTICE OF COMMUNITY HEALTH NURSING
FOCUS B 4a: Health Department – Communicable Disease

OBJECTIVES

1. Assess the individual, family and group experiencing or at risk for a communicable disease.
2. Assess factors that are influencing the client's health behavior as it pertains to the communicable disease.
3. Determine appropriate client education and counseling at each stage of infection (use the Natural History of Disease, chap. 7 & 8).
4. Identify existing resources that may be used to intervene in the communicable disease.
5. Research the 10 leading causes of death in the community and compare to National mortality data.
6. Determine nursing roles and interventions that are directed toward the population at risk for communicable disease (use Epidemiological Model).

LEARNING ACTIVITIES

Read/Review:

1. Prior to experience: Read/Review: Maurer & Smith, chaps. 8 & 29.

Review the natural history of communicable diseases with which you will be dealing.

STDs: HIV-AIDS, Gonorrhea, Chlamydia, Syphilis, Chancroid, Herpes, HPV

TB

Hepatitis A, B

Childhood Diseases

2. Attend community health clinics concerned with communicable disease(s).
3. Collaborate with a nurse practitioner in a rural health clinic or other health practitioner in other settings to meet objectives.
4. Following the experience complete an Epidemiological Model, on the next page, for a communicable disease that you addressed in the agency (objective #5).

**Movie: Outbreak
Discussion Guide**

1. Discuss the disease in terms of the interaction of the agent, host and environment and the natural history of the disease.
2. Describe the disease in terms of person, place, and time.
3. Describe the spread of the disease using the concepts of:
 - a) host resistance
 - b) immunity
 - c) herd immunity
 - d) pathogenicity (invasiveness and virulence)
 - e) infectivity (how much exposure leads to pathogenesis?)
 - f) incubation
 - g) transmission
 - h) environment
4. Describe what surveillance elements were utilized.
5. Discuss efforts to control the disease.

Movie: And the Band Played On
Discussion Guide

What was the first “clue” that there was an epidemic?

What is “basic shoe leather epidemiology”?

Notice the phrase that is repeated: “What do we think? What do we know? What can we prove?”

Who was “Patient Zero” and what does that term mean?

Where were most of the connections made with Patient Zero?

How did the epidemiologists identify the blood supply as the mode of transmission?

What were some of the social, cultural, and political factors that prevented the epidemiologists from accomplishing their public health goals?

Movie: Contagion Discussion Guide

After viewing the movie Contagion utilize epidemiological concepts from your textbook and the Internet to:

1. Discuss the disease in terms of the interaction of the agent, host and environment (what do you learn at the very end of the movie about the “mixing” of viruses and how a new virus is born?)
2. Explain the factors involved in rapid spread of disease. The virus in this movie began its spread in the Guangdong province of China. Why did it spread so quickly and easily in this region?
3. Describe the spread of the disease using the concepts of:
 - a) respiratory transmission
 - b) fomites
 - c) incubation
 - d) R-0 (“R nought”)

Dr. Erin Mears (played by Kate Winslet) explains the R-0 and reveals that this number for the flu virus (1), smallpox (3), and polio (4-6). Later in the movie, we find out that the R-0 for the fictitious meningoencephalitis virus one (MEV-1) is ≥ 4 . What does this mean?

4. Define the role of an Epidemic Intelligence Service Officer (played by Kate Winslet as Dr. Erin Mears). What exactly does a person in this role with the CDC do during an outbreak of a disease? (You may want to refer to the CDC website for information on the Epidemic Intelligence Service)
5. Discuss the challenges of making a vaccine for a new and mutating virus.
6. Discuss the role of fear and mass hysteria in this scenario with a rapidly spreading lethal virus.

UNIT I - THE PRACTICE OF COMMUNITY HEALTH NURSING
FOCUS B Health Department

<p>Focus B 4b: Health Department – Services for Children</p> <p><i>OBJECTIVE:</i> Analyze the programs for children in terms of health care for this at risk population.</p> <p><i>LEARNING ACTIVITIES:</i></p> <ol style="list-style-type: none">1. Read/Review: Maurer & Smith, chaps. 24 & 27. Healthy People 2020 objectives in relation to the health of infants, toddlers, and preschoolers.2. Use growth and development norms to provide health promotion and risk reduction (EPSDT).3. Determine services for infants, toddlers, preschoolers provided by the agency and the qualifying criteria for clients to receive those services. What services are directed toward the “at-risk” population?
<p>Focus B 4c: Health Department – Services for Young Adult (Maternity, Family Planning)</p> <p><i>OBJECTIVE:</i> Relate health promotion concepts to the holistic care of populations at risk.</p> <p><i>LEARNING ACTIVITIES:</i></p> <p>Read/Review:</p> <ol style="list-style-type: none">1. Nursing care for childbearing families and for those receiving family planning services from Maternity and Medical surgical text.2. Read Maurer & Smith Chapter 24 <p>Activities: In assigned agencies, collaborate with other health professionals to provide nursing care to patients served by the agency.</p> <ol style="list-style-type: none">a. What healthcare needs of the young adult population are addressed at the agency?b. What fears and issues confront this population
<p>Focus B 4d: Health Department – Services for Middle/Older Adult</p> <p><i>OBJECTIVE:</i> Analyze the programs for middle/older adults in terms of holistic health care.</p> <p><i>LEARNING ACTIVITIES:</i></p> <ol style="list-style-type: none">1. Read Maurer & Smith Chapter 292. Determine spectrum of services for adults age 35 and older provided by the agency and the qualifying criteria to receive those services. What services are directed toward the “at-risk” population?3. Identify special needs of these clients being addressed at this agency.4. Identify fears and issues confronting these clients and their families.

UNIT 1 – THE PRACTICE OF COMMUNITY HEALTH NURSING
FOCUS B 4e: Health Department - Environmental Health

<i>OBJECTIVES</i>
<ol style="list-style-type: none">1. In a selected community, identify potential environmental disasters/hazards affecting men, women, the elderly, and children, as well as the unborn fetus.2. Analyze the quality of environmental health and safety in a selected community.3. Describe how the CHN could intervene in the community about possible hazards/disasters in the community.4. Describe how the local public health department environmental specialists promote environmental health to include resources available.
<i>LEARNING ACTIVITIES</i>
<ol style="list-style-type: none">1. Read/Review: Maurer & Smith, chap. 9.2. Read the local newspaper to gain information about major environmental hazards in a local community.3. Perform an internal windshield survey in the community. See BlackBoard for windshield survey form.4. Spend the morning with an environmental specialist at a local health department.

UNIT I - THE PRACTICE OF COMMUNITY HEALTH NURSING
FOCUS B 5: Occupational Health/Industrial Health

<i>OBJECTIVES</i>
<ol style="list-style-type: none">1. Assess work-place populations in terms of risk factors/exposures in the work setting.2. Formulate nursing diagnoses that reflect common job injuries and overuse syndromes.3. Describe preventive strategies that could be used to decrease the number of job related injuries.4. Describe the goal of occupational health and safety programs.5. Describe the range of services provided by occupational health programs that intervene with working populations at all three levels of care.6. Analyze the role of the OHN as compared to the ANA standards of OH Nursing
<i>LEARNING ACTIVITIES</i>
<ol style="list-style-type: none">1. Read/Review: Maurer & Smith, chapter 9.2. Read a research article related to occupational/industrial nursing and include a summary in the clinical log.3. Attend a seminar by occupational health nurse on occupational health and ergonomics if available.4. Conduct a work-site survey led by occupational health nurse or by other designated person.

UNIT I - THE PRACTICE OF COMMUNITY HEALTH NURSING
FOCUS B 6: Outpatient Dialysis

OBJECTIVES

1. Recognize the level of prevention provided by the River Valley Kidney Center (RVKC) for chronic renal failure(CRF).
2. Explain the natural history and the multiple causations of CRF.
3. Discuss the role of the nurse in the management of CRF patients to include:
 - a. Hemodialysis treatments and shunt/catheter care
 - b. Nutritional care
 - c. Fluid/electrolyte balance
 - d. Medication management
4. Summarize action and side effects of medications commonly used to treat patients with CRF.
 - a. Adrenergic blocking agents
 - b. Analgesics
 - c. Antacids and phosphate binding agents
 - d. Antianemics
 - e. Antihypertensives
 - f. Antimicrobials
 - g. Cardiotonics
 - h. Cation-exchange resins
 - i. Diuretics
 - j. Electrolyre replacements
 - k. Heavy metal chelating agents
 - l. Histamine H2 receptor antagonists
 - m. Heparin
5. Explain nursing interventions for common problems associated with hemodialysis patients.
 - a. Shunt clotting
 - b. Hypotension
 - c. Thirst
 - d. Constipation
 - e. Anorexia
 - f. Infection
6. Identify psychological aspects of CRF patients.
 - a. Coping mechanisms
 - b. Family roles and relationships
 - c. Financial concerns
7. Determine community resources available to this population.

UNIT I - THE PRACTICE OF COMMUNITY HEALTH NURSING
FOCUS B 7: Freedom House

OBJECTIVES

1. Discuss the type of treatment provided to clients of the Freedom House.
2. Analyze the roles of the nurse as a member of the healthcare team for this population.
3. Describe the community resources utilized by clients, are they adequate?
4. Discuss substance abuse as a community problem to include economic burden, family dysfunction and common behaviors of substance abusers.
5. Complete the following pages 32 & 33 of syllabus.
6. Review research pertinent to substance abuse clients and submit summary of article with log.

LEARNING ACTIVITIES

Read/Review:

1. Read Boyd Chapter 14 and 23, Maurer Chapter 25.
2. Review the 12 steps of Alcoholics Anonymous

GROUP PROCESS OBSERVATION FORM

PARTICIPATION

1. Who are the high participators?
2. Who are the low participators?
3. How are the silent people treated? How is their silence interpreted?
4. Who talks to whom? Do you see any reason for this in the group's interactions?

INFLUENCE

1. Which members are high in influence? That is, when they talk others seem to listen.
2. Which members are low in influence? Others do not listen to or follow them.
3. Do you see any rivalry in the group? Is there a struggle for leadership?

STYLES OF INFLUENCE

1. Autocratic: Does anyone attempt to impose his will or values on other group members to try to push them to support his decisions?
2. Peacemaker: Who eagerly supports other group members' decisions?
3. Laissez faire: Are any group members getting attention by their apparent lack of involvement in the group?
4. Democratic: Does anyone try to include everyone in a group decision or discussion?

DECISION-MAKING PROCEDURES

1. Does anyone make a decision and carry it out without checking with other group members?
2. Is there any evidence of a majority pushing a decision through over other members' objections?
3. Is there any attempt to get all members participating in a decision (consensus)?
4. Does anyone make any contributions that do not receive any kind of response or recognition (plop)? What effect does this have on the member?

TASK FUNCTIONS

1. Does anyone ask for or make suggestions as to the best way to proceed or to tackle a problem?
2. Does anyone attempt to summarize what has been covered or what has been going on in the group?
3. Is there any giving or asking for facts, ideas, opinions, feelings, feedback, or searching for alternatives?
4. Who keeps the group on target? Who prevents topic-jumping or going off on tangents?

MAINTENANCE FUNCTIONS

1. Who helps others get into the discussion (gate openers)?
2. Who cuts off others or interrupts them (gate closers)?
3. How well are members getting their ideas across? Are some members preoccupied and not listening?
4. How are ideas rejected? How do members react when their ideas are not accepted?

Group Process Observation Form (continued)

GROUP ATMOSPHERE

1. Who seems to prefer a friendly congenial atmosphere?
2. Who seems to prefer an atmosphere of conflict and disagreement?
3. Do people seem involved and interested?

FEELINGS

1. What signs of feelings do you observe in group members: anger, irritation, frustration, warmth, affection, excitement, boredom, defensiveness, competitiveness?
2. Do you see any attempts by group members to block the expression of feelings, particularly negative feelings? How is this done? Does anyone do this consistently?

NUR 4804 PRACTICUM IN NURSING IV

UNIT III - NURSING MANAGEMENT

ORIENTATION

This experience is designed to provide the student with an opportunity to practice basic concepts of nursing managerial skills. The majority of experiences will be in team and patient care nursing assignments in various health care agencies. However, a student may initiate an alternate method of obtaining the management experience. The faculty will determine the appropriateness of this request.

Review:

Standards for Nursing

Code of Ethics

Nurse Practice Act

Practicum guidelines

Each student is required to maintain an ongoing practicum log of assigned experiences. The content should include the following information:

1. Date and location of the experience and practicum focus.
2. Documentation of experience objectives and all applicable learning activities.
3. Personal feelings and attitudes regarding the experience.
4. Anecdotes. During the management experience, reflect and write accounts of client situations that you observed. Include subjective data, your feelings and your perceptions of the experience.
5. Application of a research article from a **peer-reviewed nursing journal** weekly.
8. Nursing care plans as cited in the clinical objectives.

The log should be kept current and will be graded weekly by the practicum faculty.

This log will be utilized by the practicum faculty in part to evaluate the student's participation in and thoughtful analysis of each clinical experience. It should reflect the incorporation of theoretical concepts from NUR 4606 into practicum experiences.

The management clinical logs/objectives are due on the dates specifically assigned by each individual instructor. Graded logs are placed in the Level IV drawer of the office filing cabinet.

UNIT III - NURSING MANAGEMENT

FOCUS A: Planning, Organizing, Directing, Evaluating (Nurse Manager (NM), Director, Supervisor, Head Nurse)

<i>OBJECTIVES</i>
<p>In a supervised leadership role:</p> <ol style="list-style-type: none">1. Analyze then discuss the organizational structure of the agency, resources and decision-making methods utilized by the nurse manager/ director.2. Observe and identify leadership styles utilized by the nurse manager appropriate to the demands of the situation and include multiple situations/examples to support styles identified.3. Analyze the role of the assigned nurse manager and his/her day to day activities with the nursing student roles identified in the ATU nursing program (see syllabus for roles).4. Evaluate quality improvement measures used by the nurse manager and discuss how these measures impact patient care delivery (refer to chapters discussing quality measures).5. Discuss manager's role in budgeting for his/her unit(if working with assistant nurse manger, what role does he/she have in managing budget?). If the ANM/NM is not directly involved in budgeting for unit, who is and why?6. Complete a cultural assessment of the assigned unit/organization (see handout).
<i>LEARNING ACTIVITIES</i>
<p>Leadership Role:</p> <p>Nurse Manager</p> <p>Read appropriate chapters as outlined in Nursing 4606 Theories and Concepts Syllabus.</p> <p>Clinical days with nurse manager, department manager, director, supervisor, or head nurse.</p> <p>Complete log to include all objectives, learning experience, appropriate research findings and personal feelings.</p>

UNIT III - NURSING MANAGEMENT

FOCUS B: Planning, Organizing, Directing, Evaluating (Role of Case Manager)

<i>OBJECTIVES</i>
<p>In a supervised leadership role:</p> <ol style="list-style-type: none">1. Discuss the case manager's role in the operational planning of the unit or agency (they have a role).2. Analyze caseload, unit patient lists, critical path tools, medical records, quality improvement measures, and other available resources used by case manager to enhance patient care and optimize reimbursement for case types.3. Observe and identify leadership styles utilized by the case manager appropriate to the demands of the situation and provide situational examples to support leadership style identified.4. Demonstrate effective communication skills in collaboration of services. Discuss communication models used in communication between student, case manager and ancillary services
<i>LEARNING ACTIVITIES</i>
<p>Leadership Role: Case Manager</p> <p>Read appropriate chapters as outlined in Nursing 4606 Theories and Concepts Syllabus.</p> <p>Clinical days with case manager in acute care facility.</p> <p>Complete log to include objectives, learning experience, appropriate research findings and personal feelings.</p>

UNIT III - NURSING MANAGEMENT
FOCUS C: Directing (Charge Nurse)

OBJECTIVES

In a supervised leadership role:

1. Coordinate the nursing therapies within the total client treatment regime (delegation, making patient assignments). Discuss charge nurse's role in delegation of care, patient assignments and decision making for that unit, round on all patients and **provide at least 3 focused assessments in log.**
2. Analyze the nursing care delivery system (refer to Chapter in textbook) being utilized on the assigned unit and **compare** to healthcare/nursing care delivery systems identified in your text.
3. Discuss the five rights of delegation and **how you delegated** responsibility according to the policies of the assigned facility and nursing unit and according to the Arkansas State board of Nursing (ASBN).
4. Evaluate leadership qualities, accountability, problem solving techniques and potential in self noting areas of strength as well as areas for improvement.
5. Discuss quality improvement measures utilized by the charge nurse. (What performance measures/audits are monitored, etc? – refer to chapters on QI in textbook; consider JCAHO or other accrediting body's standards, patient safety goals, core measures, etc.)
6. Define operational planning and discuss the charge nurse's role in the unit's operational planning.

LEARNING ACTIVITIES

Leadership Role: Charge Nurse

Read appropriate chapters as outlined in NUR 4606 Theories and Concepts Syllabus.

Clinical days in supervised role of charge nurse on medical-surgical or other unit.

Complete log to include the objectives, learning experiences, and appropriate research findings.

UNIT III - NURSING MANAGEMENT
FOCUS D: Directing (Team Leader)

<i>OBJECTIVES</i>
<ol style="list-style-type: none">1. Analyze the nursing care delivery system being utilized on assigned unit and compare to nursing care delivery systems identified in your text.2. Utilize criteria and possible job descriptions in <u>delegating</u> assignments to team members.3. <u>Delegate</u> responsibility according to the policies of the assigned facility and nursing unit and according to the Arkansas State Board of Nursing (ASBN).4. Collaborate with other team members demonstrating effective communication in evaluating nursing care outcomes for groups of patients (cite examples).5. Incorporate Evidence based practice into the delivery of nursing care to patients and families.6. Discuss quality improvement measures used by the unit staff and team leader.
<i>LEARNING ACTIVITIES</i>
<p>Leadership Role: Team Leader</p> <p>Read appropriate chapters as outlined in NUR 4606 Theories and Concepts Syllabus. Review ASBN - Rules/Regulations Clinical days in supervised role of team leader in a health care facility.</p> <p>Document in Log:</p> <p>Objectives, learning experience, and appropriate research findings.</p>

TEAM LEADER AND PATIENT CARE NURSE ROLES/RESPONSIBILITIES

As a team leader you are responsible for knowing the condition and needs of all the patients assigned to the team and for planning individual care. This role is similar to the Charge Nurse role on a smaller scale. You will be expected to perform the following:

- Assisting team members
- Giving direct patient care
- Teaching
- Coordinating patient care

May include:

- Documentation and assessment (initial)
- New med orders
- Update care plans (agency generated)
- Start IV's
- New orders
- Check lab values and report to CN abnormal
- Dressing changes
- Discharge planning
- Assist with new admissions

Remember that the team leader's responsibilities vary depending on the patient's needs and the workload. You will be creative in your approach to the role.

You need to be keenly aware that these skills are essential in your performance-communication, organizing, managing, and leading.

UNIT III - NURSING MANAGEMENT

FOCUS E: Planning, Organizing, and Evaluating (Patient Care/Staff Nurse/)

<i>OBJECTIVES</i>
<ol style="list-style-type: none">1. Utilize delegation, time management and priority setting, to effectively plan and deliver nursing care to groups of patients. Provide examples for <u>each</u>.2. Utilize the nursing process to provide client care; Collaborate with patient to develop a plan of care for each assigned patient based on assessment data, identifying priority nursing diagnoses, interventions and outcomes. Document one working care plan per <u>day</u>.3. Develop a health teaching plan for patient/family (include at least one individualized teaching plan into <u>weekly log</u>).4. Participate as a team member to design, promote and model effective use of strategies to reduce risk of harm to self and others. Provide examples.5. Analyze ethical issues associated with quality improvement.6. Demonstrate effective communication through delegation, change of shift reports and documentation. Provide examples.7. Analyze the quality control program/methods/ measures used by the unit staff and team leader (review JCAHO standards/core measures/patient safety goals).8. Discuss the role the staff nurse has in the unit's operational planning (defined in charge nurse objective).
<i>LEARNING ACTIVITIES</i>
<p>Leadership Role: Patient Care Nurse</p> <p>Read appropriate chapters as outlined in NUR 4606 Theories and Concepts Syllabus.</p> <p>Clinical days in the supervised role of staff nurse in a health care facility.</p> <p>Document in Log:</p> <p>Objectives, learning experiences, and appropriate research findings.</p>

UNIT III - NURSING MANAGEMENT

FOCUS F: Planning, Organizing, and Evaluating (Diagnostic Recovery)

<p><i>OBJECTIVES</i></p>
<ol style="list-style-type: none">1. Utilize the nursing process to provide holistic nursing care to at least 2 outpatients scheduled for DIFFERENT procedures in diagnostic recovery and document the nursing care provided.2. Collaborate with team members and patient(s) to develop a working care plan for at least 2 patients with priority nursing diagnoses, goals, interventions and evaluate the plan of care upon patient discharge. Include copies of care plan and evaluation in student documentation.3. Develop an individualized postoperative/procedure teaching plan for two outpatients (objective 1) you provided care for. Include copy of teaching plan in student documentation.4. Assist staff nurses in delivery of care of other patients inclusive of assessments, skills, and documentation in patient's record. Provide examples.
<p><i>LEARNING ACTIVITIES</i></p>
<p>Leadership Role: Patient Care Nurse</p> <p>Read appropriate chapters as outlined in NUR 4606 Theories and Concepts Syllabus.</p> <p>Clinical days in the supervised role of staff nurse in a health care facility.</p> <p>Document in Log:</p> <p>Objectives, learning experiences, and appropriate research findings.</p>

UNIT III - NURSING MANAGEMENT

FOCUS G: Planning, organizing and evaluating (Triage/Patient Care- Emergency Room)

Objectives

1. Analyze the triage guidelines then incorporate those guidelines in the triage of **at least 3 patients**.
2. Utilize the nursing process to deliver holistic nursing care to at least 3 patients in the emergency room, developing a priority working care plan on **two of these patients**.
3. Analyze at least two of the most commonly used emergency medications for Code Blue situations, review crash cart and discuss ACLS protocols for emergent care of patients.
4. Collaborate with health care team members and patient to develop discharge education/instructions for follow up care on **at least 2 patients**.
5. Assist staff in delivery of nursing care to all patients as needed inclusive of assessment, skills and document in patient's record. **Provide examples**.

LEARNING ACTIVITIES

Leadership Role: Patient Care Nurse

Read appropriate chapters as outlined in NUR 4606 Theories and Concepts Syllabus.

Clinical days in the supervised role of staff nurse in a health care facility.

Document in Log:

Objectives, learning experiences, and appropriate research findings.

UNIT III - NURSING MANAGEMENT
FOCUS H: Evaluating (Nursing Educator)

<i>OBJECTIVES</i>
<ol style="list-style-type: none">1. Participate in educational activities of the education department of assigned agency (if pertinent to role).2. Analyze the role of staff educator in assigned agency.3. Evaluate quality control measures used by the educator.4. Discuss the role the nursing educator has with the facility's strategic planning.6. Explain the input the educator has towards the unit budget and the overall facility.
<i>LEARNING ACTIVITIES</i>
<p>Leadership Role:</p> <p>Nursing educators. Read appropriate chapters as outlined in NUR 4606 Theories and Concepts Syllabus. Clinical days in the supervised role of nursing educator.</p> <p>Assess, plan, develop, implement and evaluate an education session for a designated group of nursing personnel. Use Group Teaching Focus from Community Health Practicum syllabus.</p> <p>Document in Log:</p> <p>* Objectives, learning experiences, and pertinent research findings.</p>

UNIT III - NURSING MANAGEMENT

FOCUS I: Evaluating (Quality Management or Infection Control or Swing bed Coordinator)

<i>OBJECTIVES</i>
<ol style="list-style-type: none">1. Assess the role of the quality management/infection control nurse/team in relation to effective communication skills, leadership and team building skills, and positive interpersonal relationships.2. Compare methods of evaluating quality of nursing care:<ul style="list-style-type: none">Nursing auditConcurrent reviewsRetrospective reviewsPatient SurveyContinuing education/competencyCore Measures3. Compare the relationship between quality management (or /infection control if in the role of infection control nurse) and the quality of nursing care delivery.4. Discuss the importance of accrediting/evaluating organizations such as JCAHO and the State Health Department in contributing to quality nursing care and infection control.5. Recognize the role of the nurse epidemiologist (if working with Infection control) in relation to quality management activities and infection control.6. Analyze the role of the swing bed coordinator in swing bed admissions including criteria for admission/purpose of swing bed hospitalizations. (RVMC only)7. Discuss the benefits of swing bed admissions for the hospital as well as the patient.
<i>LEARNING ACTIVITIES</i>
<p>Leadership Role:</p> <p>Read appropriate chapters in text</p> <p>Clinical experience with quality management nurses/team members.</p> <p>Document objectives in your log.</p> <p>Read one nursing management research study and apply to your clinical experience.</p>

APPENDIX A:

EVALUATOR: _____

PROJECT: _____

Confidential Peer Evaluation of Group Participation
****USE ONE SHEET FOR THE ENTIRE GROUP****

Date _____

Directions: Evaluate individual group members on each of the 10 points listed below on the scale. Strive for some distribution of scores to reflect strengths and weaknesses of individuals.

9 - 10 Excellent 8 - 8.9 Good 7.5 - 7.9 Average	6.8-7.4 Poor N/A Not applicable	Group members names *	Group total
		The group member	
		1. was well prepared at all group meetings	1. _____
		2. accomplished group assignments on time	2. _____
		3. actively participated in problem solving	3. _____
		4. seemed genuinely concerned with group goals, projects(s), tasks . .	4. _____
		5. provided leadership to the remainder of the group	5. _____
		6. carried a fair share of the group's work load	6. _____
		7. contributed ideas in organizing and implementing group project(s).	7. _____
		8. actively participated in presenting project(s) to class and/or designated other (as appropriate)	8. _____
		9. Overall intellectual contribution to group	9. _____
		10. Overall work contribution to group	10. _____
Member Total			

Arkansas Tech University
Community Health/Management Practicum Performance
Evaluation Tool
To Be Completed by Nurse Preceptor

S = Satisfactory

Student: _____

NI = Needs Improvement

Date: _____

U = Unsatisfactory

Agency: _____

Evaluation Criteria	S	NI	U
1. Utilizes nursing process to deliver care.			
2. Performs nursing care in a safe manner.			
3. Seeks help appropriately			
4. Performs procedures according to policies of the clinical agency.			
5. Performs with self-direction			
6. Demonstrates professional, legal, and ethical behavior.			
7. Maintains professional appearance and hygiene.			
8. Notifies clinical agency of absence, tardiness, or need to leave early.			
9. Collaborates with health team members.			
10. Displays sensitivity to client's socio-cultural needs.			
Comments:			
Signature _____			

Student:
Date:

Clinical Rotation:
Area Agency:

**Management Practicum Performance
Evaluation Tool**

EVALUATION CRITERIA	ANECDOTAL NOTES	SCORES
I. LEADERSHIP CHARACTERISTICS (to be completed by nurse preceptor) A. Responsibility within management role (decisiveness, self-assurance, initiative/assertiveness) (30%)		
B. Professional Appearance and Attitude (5%)		
C. Timeliness/Attendance (5%)		
D. Communication and Staff Rapport (5%)		
E. Documentation (5%)		

Nurse Preceptor Signature: _____

Date: _____

Student Signature: _____

**To Be Completed By
ATU Faculty**

II. ACCOMPLISHMENT OF OBJECTIVES (Clinical Log/Documentation) A. Team Leader (40%)		
B. Charge Nurse (40%)		
C. Nurse Manager (40%)		
D. Ancillary Service (40%)		
E. Patient Care Nurse (40%)		
III. APPLICATION OF PERTINENT RESEARCH (10%)		
	Total Score (Composite of Page 1 & 2)	

Faculty Signature: _____

Student Signature: _____

Appendix C

Cultural Case Studies

You may develop your own case study or use the one listed below. Sample studies can be modified to use with your culture. The purpose of the case study to demonstrate how you would change the plan of care/care of the patient based on their culture. Please remember, the patient(s) are in the United States. How would you adapt Western medicine and care to this population?

Case Study #1 (Hispanic/Latino)

You are a bilingual (English and _____) nurse practitioner working for a community clinic. In today's satellite clinic, you are performing well child examinations in Smithville. Your client is Jasmine, the 20 month old daughter of Mr. and Mrs. E. The family is monolingual, speaking only their native language.

Mr. and Mrs. E. express their concern about Jasmine's repeated ear infections. "We are always taking her into the emergency room in the middle of the night. She seems okay during the day and then she'll just wake up screaming." Mr. E. states that Jasmine has been seen in the emergency department twice in the past four months.

Your physical examination of Jasmine reveals normal growth and development with the exception of significant tooth decay ("bottle mouth"). Ears appear normal on examination today. You notice a bottle, with what appears to be chocolate milk, next to Jasmine in her stroller.

Case Study #2 (Indian {India} American)

You are a nurse working in the sexually transmitted disease (STD) clinic in a community clinic in Capitol City. Your first client is T.J. a 34 year old male, who presents for follow-up evaluation of genital herpes. During his initial visit 2 weeks ago, he received education about its etiology and potential modes of infection.

T.J. presents today for a recheck. You review his understanding of medication administration and modes of transmission of the herpes virus. T.J. related accurate information about the disease process and reports compliance with prescribed medications. When asked about knowledge of modes of infection T.J. becomes quiet and reserved, answering "yes or no" and avoiding eye contact. When you question him specifically about informing his wife of his infection he states "I have been meaning to but I just can't do it right now."

Having seen T.J. during his initial visit to the STD clinic you are aware of the fact that he feels his infection was a result of a recent sexual relationship with a coworker. In the previous visit, he appeared anxious about his test results and made comments about how this would affect his image as a "good family man."

Case Study #3 (Asian American)

You are working for a nonprofit hospice agency. Your client is L.V. a 48 year old woman living in Brownstown. L.V. was diagnosed with an inoperable brain tumor 3 months ago. She is receiving palliative treatment only and has been told she has a 4- to 6-month life expectancy. You have been her nurse for the past 2 months, making home visits two to three times each week. Sequelae of the illness and treatment include:

- Altered nutrition: less than body requirements related to fatigue
- Sensory – motor impairment
- Altered comfort: headaches

The purpose of your visits has been to assess L.V. physical and mental status, to assess efficacy of pain medication and level of pain, and to ensure adequate resources for nutrition, activities of daily living, and respite.

L.V. lives with a cousin who works 40 to 45 hours a week as a medical assistant for a local doctor. She has twin girls who attend college in Metropolis. Although the girls are aware of L.V.'s diagnosis, she has not discussed the details of the prognosis with them. "They have their own lives now, and I don't want to bother them with my problems."

Case Study #4 (African American)

You are an occupational health nurse working for a computer firm in Metropolis. Your client is Mr. S. who was referred to you for evaluation and follow-up of possible carpal tunnel syndrome. Mr. S. is a data entry clerk for the company. Your job is to evaluate work conditions that may be contributing to the problem and to refer Mr. S. to a specialist for evaluation and follow-up. You will also be involved in any necessary retraining recommendations.

Your company works exclusively with a physical therapy group run by an orthopedist, Dr. Raj. Your plan is to have Dr. Raj evaluate Mr. S. and identify diagnosis and recommended follow-up therapy. You will try to work with his work schedule.

Mr. S. comes to your office immediately after his initial visit with Dr. Raj and states, "I will not work with that man...he is Hindu and I don't feel comfortable with him." After questioning further you find that he is of a different religion which has animosity toward the Dr.'s religion. He has stated that he is pleasant enough, but does not want him as his physician.

Case Study #5 (Native American)

You are a nurse working for the Blackton Department of Health. One of your responsibilities is epidemiologic follow-up on reports of communicable disease. Today you will be making your second visit on the following clients:

T. a 17 year old male

N. a 15 year old female

The two are cousins. Both clients became infected with Salmonella from undercooked meat after a picnic.

During your initial visit, you spoke with the parents and educated them on medication administration, strict hand washing, proper bowel habits, food preparation and handling, collection of stool specimens and modes of transmission.

On your return visit T.'s family has followed your directions. They have stopped giving his herbal tea as was recommended by his Dr. They have prohibited their children from visiting their cousin.

You visit with N.'s family and they state that N. has refused to provide a stool specimen. Her parent's speak little English and rely on N. for interpretation. N. tells you that tea has worked for our people for generations so it's good enough for me.