Date | Course Title | Credits | Course Number | Pre-requisite (s) Hours | Co-requisite (s) Out of Class Work Assignment Hours
--- | --- | --- | --- | --- | ---
 | Community Health Nursing Clinical Experience VI | | PN119 Clinical Segment | PN 118 | PN 119 Theory Segment |
 | 40 Hours | | | | 10 Hours |

Place and Time of Class Meeting

The Arc
3303 NW 83rd St.
Gainesville, Fl 32606

Pinnacle Home Care
Various Sites

Hospice of Citrus and the Nature Coast
Various Sites

Champion Home Health
Various Sites

Name and Contact Information of Instructor

Sharon Lauter RN
352-514-8900
Sharon.lauter@att.net

Book required

(Express Training Services recognizes the use of the textbook in the classroom as part of the educational methodology and strategy applied in diverse materials. The textbook is part of the curriculum and is used to reach the student in an effective manner in the classroom. Every student is expected to acquire and use the textbook.)

Foundations of Nursing, 3rd Edition
White/Duncan/Baumle
Cengage Learning, 2011
Classroom expectations for students

Attendance Policy

Clinical days may not be missed and must be made up. Two make up clinical days will be permitted per class unless there are extenuating circumstances.

Students with extenuating circumstances, including but not limited to, hospital confinement, personal problems, and extended illness, may appeal to the Director of Admissions for any exceptions to the absence rule. Documentation of the extenuating circumstances may be required.

Student Tardiness Policy

A student is considered tardy/late if he/she comes to class five minutes late. With three tardies the student accumulates one full absence. If the student misses half of the class period, it is a full absence. When a student has more than 6 tardies, the instructor will contact the Coordinator of Student Affairs and Academic Department and request an intervention session with the student. The goal of the intervention session is to develop and implement an intervention program to help students learn new ways to save and manage time.

NOTE: Plagiarism is defined as the use, without proper acknowledgment, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Plagiarism includes the unauthorized copying of software and the violation of copyright laws. Students who commit plagiarism will obtain a grade of “Failure” on their exam or assignment.

Course Description (must correspond exactly to Catalog description)

The purpose of this course is to provide the student practical nurse with the knowledge to be able to provide care to patients in a variety of community health settings. The practical nurse’s role in assisting with the patient care plan and the importance of clear, concise observation, reporting and documentation is stressed. Clinical experiences will include areas generally specializing in needs of the community health patient such as clinics and private offices, home health care agencies, outpatient centers, shelters for homeless people, public schools, and other various settings in the community. Practical nursing skills will be taught and applied with regard to communication, comfort and safety, nutrition and caring for children and adults in need of this service. Common and complex conditions affecting children and adults will be discussed and care of patients will be applied in practical clinical settings. The importance of the nutritional needs of the community health patients, as well as the resources available for these individuals, will be learned in the classroom and applied in the clinical setting. Medication theory related specifically to community health nursing will be learned in the classroom and applied to practice in the clinical setting in a progressive manner. An emphasis on a family centered holistic approach to nursing care will be stressed at all times. The concept of how and why to involve the family in education is included with the curriculum material.
Learning Objectives

- Compare and contrast the function and purposes of various community health agencies and the associated community nursing roles.
- Demonstrate professional communication skills in interactions.
- Utilize the nursing process to care for individuals, families, groups and communities.
- Demonstrate leadership behaviors during the community health practicum experience.
- Demonstrate collaboration with members of the health care team in community agencies for the provision of care to multicultural clients and groups.

Topical Outline and Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>WEEK 1</th>
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| SPECIFIC OBJECTIVES | Use effective communication in providing nursing care to community population.  
Develop nursing interventions for diverse populations across the lifespan in a multicultural environment.  
Identify legal/ethical issues relevant to community populations.  
Identify the various roles performed by the nurse and other healthcare professionals in the care of the family in the community.  
Identify community resources and support. |
| TOPIC (S) | Discuss experience and personal feelings  
Identify own learning needs  
Discuss client care needs and documentation of care |
| LEARNING ACTIVITIES | Perform various client care treatments as assigned.  
Present community learning project.  
Observe community nurses in various roles. |
| OUT OF CLASS WORK ASSIGNMENTS | Community Learning Project  
Site visit reports |
Instructional Methods
Case Studies
Community Learning Project
Site visits
Class discussion

Instructional Materials and References

Foundations of Nursing in the Community: Community-Oriented practice 4E, Marcia Stanhope RN DSN FAAN, Jeanette Lancaster RN PhD FAAN , Elsevier 2013

ISBN: 978-0-8036-2739-0

Assessment Criteria and Methods of Evaluating Students

Clinical ability will be evaluated by verbal communication with the student, The Community Learning Project, site reports and preceptor feedback. After the clinical instructor has determined competency the instructor will document successful clinical performance. Attendance and participation will be taken into account

Distribution of Grade Elements

Clinical experience is graded on a Satisfactory- Unsatisfactory basis. Students will be evaluated on meeting clinical objectives listed in this syllabus and the clinical evaluation tool. See the clinical evaluation for further clarification. Students who receive an unsatisfactory grade for one or more objectives have not demonstrated the necessary knowledge, skills or abilities for the established level of practice. Students who receive an unsatisfactory grade for the clinical practice portion of the course receive a grade of “F” for the course.
Clinical Ethics and Conduct

It is assumed that students are familiar with the Student Policies. Academic misconduct or disruptive behavior will not be tolerated. Examples of disruptive behavior include: Cheating, plagiarism, excessive talking, excessive late arrivals or early departures, leaving for unscheduled breaks, break in confidentiality, failure to be prepared for class activities or discussion, inappropriate language, lack of respect for diversity, use of cellular phones or any behavior that can disrupt class.

No text messaging during clinical. Cell phones need to be off or vibrate and cannot be carried on the clinical unit or site. They must be left in a prearranged clinical area or in your car.

In case of an emergency, please leave the phone number of the facility with the appropriate party. Anyone found on their cell phone texting or calling without the instructor’s permission will be given one warning and if the behavior persists, asked to leave the clinical with an absence counted.

Food and drink are not allowed on the unit or site except for designated locations. Smoking is allowed only in a pre-determined area by the facility.

Students are to report to clinical in uniforms which are neat and clean. Name badges are mandatory. Please bring a stethoscope, watch with a second hand, necessary books, pen and paper and any food items for lunch. Breaks must be taken within the facility and are limited to 15 minutes. Lunch may be taken out of the facility and is limited to 30 minutes. An instructor or preceptor must be notified when breaks or lunch is taken. A refrigerator may be provided for perishable items.

Date Syllabus Was Last Reviewed: July 15, 2014
Observational Clinical Experiences
Each day the student will complete and submit the Site Observation sheet when assigned to any of these clinical areas. Please observe that the sheets must be signed by a staff member at the site.

The ARC
During the clinical experience the students will:
Observe staff interaction with developmentally challenged client and families
Participate in activities of daily living with clients
Observe the challenges people with disabilities face across their life span in the community.
Identify person centered goals for the clients.
Observe the roles of healthcare staff.

Hospice of Citrus and the Nature Coast
During the clinical experience the students will:
Observe the members of the hospice team and the roles of the different caregivers.
Describe the near death and dying process and key caregivers at these times.
Assist with any care assigned by the mentor.
Observe effective strategies for pain management.
Use effective end of life communication skills for family members.
Observe symptom management at the end of life.
Explore diverse cultural, ethnic, spiritual and religious beliefs.

Champion and Pinnacle Home Health
During the clinical experience the students will:
Analyze how culture affects the care of the client in the home care setting.
Observe the role of the nurse in the home health care setting with emphasis on preparing the client for independent care including referrals to appropriate community resources.
Observe the plan of care considering individualized outcome criteria for home health.
Assist mentor with meeting the needs of clients and their families in the home health care setting.
Community Education and Support Clinical Research Project

The purpose of this project is to increase a student’s awareness of the support and resources in the community. This project will give you an opportunity to see what our community has to offer as well as serve as a tool to observe what may be lacking in the community.

Choose a specific topic that you must research as if you are assisting a client, family member or interested party. All topics must be approved by the instructor and no two topics may be the same. Some examples of topics are: Parkinson’s Disease, ADRD, diabetes, addiction, obesity, smoking cessation, cancer, Long term care facilities etc.

Your research must be in the format of a powerpoint presentation about 12-15 slides using speaker notes, references and APA format. You will be expected to present your material to class. Include the following in your presentation:

1. Identify three local organizations/facilities/companies that can assist with your research. (ie drug/alcohol addiction: AA, Al-Anon, et.) and discuss how they are a resource for your topic.

2. Talk to or visit at least one of the organizations/facilities/companies and interview a representative about the project you are doing and discover how the organization supports your topic.

3. Utilize at least 3 resources (references) for your presentation. Please use the LIRN.

4. Identify at least one resource that was not readily available to the community that you feel would be helpful to clients/families/caregivers.
SITE EXPERIENCE

Student Name________________________Date________________

Clinical Site_________________________Hour In & Signature__________________

Hour out & Signature____________________

Must be signed by facility representative. Failure to have signature will result in student making up full clinical day. Schedule at the Palms sites is 8AM-4:30PM. Students are not allowed to leave clinical earlier without permission of faculty at Express Training Services. Students are expected to shadow and observe facility staff and ask questions attentively. Students who are allowed hands-on experience will be monitored by facility staff.

1. Describe some of the experiences you saw while at this site.
2. What new skills did you learn at this site?

3. What experiences did you encounter at this site that helped you combine and understand theory?
Site Comments for Express Training Services Students

Fax 352-240-1530

Email: Linnrmi@aol.com

Date_________________  Facility________________________Signature & Title___________________

We welcome comments about the strengths and weaknesses our students and their learning experience at your facility. Please comment on the students that you have mentored in your facility so that we can assist them in reaching their goal of becoming an LPN. Thank you for your time and effort.
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<tr>
<th>COMPETENCY</th>
<th>KEY</th>
<th>COMMENTS</th>
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<tr>
<td>PROVIDER OF CARE</td>
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<tr>
<td>Uses basic concepts of anatomy, physiology, drug interactions, communications, interpersonal relationships, spirituality, cultural diversity, nutrition, legal and ethical aspects of nursing to provide nursing care.</td>
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<td>Assists in collecting data for individual patients.</td>
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<td>Delivers care as delegated</td>
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<td>Adheres to agency policies and procedures</td>
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<td>Recognizes sociocultural differences affecting care</td>
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<td>Utilizes the principles of basic therapeutic communication to establish/maintain nurse-patient relationship</td>
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<td>Documents care appropriately</td>
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<td>Identifies common needs and problems and assists with the formulation of a plan of care.</td>
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<td>Implements changes in care as directed</td>
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<tr>
<td>MANAGER OF CARE</td>
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<td>Accepts management direction from supervisory personnel</td>
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<td>Understands role as a member of the health care team</td>
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<td>Organizes and provides care for assigned patient(s) based on prioritized needs</td>
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<td>Identifies change and brings to attention of supervisory personnel</td>
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<td>Makes effective, efficient use of equipment and supplies while assuring quality care and patient satisfaction.</td>
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<td><strong>PREPARATION</strong></td>
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<td>Demonstrates preparation for the assigned clinical experience</td>
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<td>Demonstrates good technique with skills</td>
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<td><strong>MEMBER OF THE PROFESSION</strong></td>
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<td>Identifies behaviors and practices within an ethical framework</td>
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<td>Seeks guidance appropriately</td>
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<td>Demonstrates a positive personal and professional image of nursing</td>
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<td>Respects cultural differences among other health care team members</td>
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<td>Maintains confidentiality</td>
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<td>Communicates concerns related to health care delivery within the practice setting</td>
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<td>Assumes responsibility and accountability for care provided</td>
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<td>Assesses own abilities and potential and sets goals that demonstrate ongoing personal and professional growth.</td>
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**Student Comments:**

**Instructor Comments:**

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Student Signature_________________________Instructor Signature_________________________

Date__________________________________