<table>
<thead>
<tr>
<th>Date</th>
<th>Course Title</th>
<th>Credits</th>
<th>Course Number</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Community Health Nursing – Clinical Experience VI</td>
<td></td>
<td>PN 119</td>
</tr>
<tr>
<td>Pre-requisite(s)</td>
<td>Co-requisite(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hours</td>
<td>Hours</td>
<td></td>
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<tr>
<td>PN 118</td>
<td>PN 119 Clinical Segment</td>
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<tr>
<td>25 Hours</td>
<td>10 Hours</td>
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**Place and Time of Class Meeting**

**Location:** Express Training Services, 3911 Newberry Road, Gainesville, FL., 32607

**Time:** Classroom: Monday through Friday from 9:00 AM TO 4:30 PM

**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: September 17th, 2011  

**Classroom expectations for students**

**Attendance Policy**

Students are responsible for following school policy on attendance. Students must attend 90% of their class. Students who miss 10% of their class must meet with their instructor before attending the next class session. Students who miss more than 10% of their classes will be dropped from the class, forfeit all equipment fees, and must have written approval from the Director of Admissions to re-enroll. The tuition will be refunded in accordance with the refund policy in the catalog.

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 three tardies, the instructor will contact the Director of Education and request and 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
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
Upon completion of the course, students are able to:
1. Discuss community and public health issues
2. Identify legal issues related to community and public health
3. Define health and its determinants
4. Identify changes in U.S. health care delivery affecting the community regarding ambulatory care and managed care services
5. Describe the different models of community health improvement
6. Describe surveillance systems for monitoring health status to identify community problems regarding legal issues and reportable conditions
7. Discuss research evidence based public health practices
8. Formulate community health action plans
9. Formulate skills to mobilize communities and build capacity to improve community health status
### Topical Outline and Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>DAY 1</th>
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| SPECIFIC OBJECTIVES | Textbook: *Foundations of Nursing, 3rd Ed*  
From each chapter the student will be able to respond to Course Objectives and:  
- List reasons for a significant change in the growth of nonacute care services.  
- Identify legal issues r/t community/public health systems  
- Describe the differences between Medicaid and Medicare.  
- Explain reimbursement procedures for Long Term Care settings  
- Define the Uniform Data System  
- Explain the Barthel Index |
| TOPIC (S) | Library Orientation  
Syllabus//Discuss List of Topics/Objectives of: *Chapter 51 – Ambulatory, Restorative, and Palliative Care in Community Settings pp 1630-1648*  
- List reasons for a significant change in the growth of nonacute care services over the past decade.  
- Identify client rights and legal issues r/t community/public health systems  
- Describe the differences between Medicaid and Medicare.  
- Explain reimbursement procedures and sources for Long Term Care settings  
- Define the Uniform Data System as used in measuring impairment, disability, and handicap  
- Explain the Barthel ADL Index |
| LEARNING ACTIVITIES |  
- Discussion of Syllabus –  
- Cover assignments for Day 2  
- Lecture over Chapter 51 topics  
- Open discussion over Chapter 51 topics and assignment for Day 2 |
| OUT OF CLASS WORK ASSIGNMENTS | Homework:  
- **Review** readings from Textbook covered in class today *Chapter 51* for QUIZ tomorrow:  
- **Re-Read and be prepared for classroom Day 2 discussion tomorrow:**  
Textbook *Chapter 51* pp 1630-1648 - *Foundations of Nursing, 3rd Ed* |

<table>
<thead>
<tr>
<th>DATE</th>
<th>DAY 2</th>
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</thead>
</table>
| SPECIFIC OBJECTIVES | Textbook: *Foundations of Nursing, 3rd Ed*  
From each chapter the student will be able to respond to Course Objectives and:  
- Explain types of Home-Based Care and the nurses role  
- Explain the role of the licensed practical nurse/vocational nurse (LPN/VN) as a member of the interdisciplinary health care team.  
- Discuss the types of clients that would benefit from participation in a |
rehabilitation/restorative care program.
• Explain the responsibilities of the LPN/VN in acute and nonacute care settings
• Compare and Contrast palliative care to hospice care
• Describe community health action plans, events, and trends through surveillance systems

**TOPIC(S)**

**Part 1 QUIZ on Textbook Chapters: Chapter 51** Must score 80% - Discuss List of Topics/Objectives for continuing Chapter 51– Ambulatory, Restorative, and Palliative Care in Community Settings pp 1630-1648.

• Explain types of Home-Based Care and the nurses role as Assessor, Educator, Evaluator and Community Builder in Post-acute care, LTC, Hospice, and Palliative care
• Explain the role of the licensed practical nurse/vocational nurse (LPN/VN) as a member of the interdisciplinary health care team in various health care settings.
• Discuss goals of rehabilitation/restorative care and the types of clients that would benefit from participation in a program.
• Explain the responsibilities of the LPN/VN in ambulatory care, rehabilitation/restorative care nursing, nursing in long-term care, in-home care, and hospice.
• Compare and Contrast palliative care to hospice care throughout the death and dying experience of client and family members
• Describe community health action plans, events, and trends through surveillance systems in Alachua County

**LEARNING ACTIVITIES**
• Continuing lecture over Chapter 51 topics
• Open discussion over Chapter 51 topics and assignment

**OUT OF CLASS WORK ASSIGNMENTS**

Homework:
• Review readings from Textbook covered in class today Chapter 51 pp 1630-1648 for QUIZ
• Read Textbook Chapter 52 pp 1650-1682 - Foundations of Nursing, 3rd Ed

**DATE**

**DAY 3**

**SPECIFIC OBJECTIVES**

From each chapter the student will have an understanding and be able to respond to Course Objectives regarding:
• Describe the emergency medical services.
• Explain the role of the nurse in emergency situations.
• List personnel needed to respond to an in-hospital emergency.
• Discuss the steps in assessing an emergency client
• Discuss legal issues of emergency medicine
• Describe the different levels of triage
Utilize START for triage
| TOPIC (S) | • Part 2 QUIZ on Textbook Chapters: Chapter 51 Must score 80% - Discuss List of Topics/Objectives for continuing Chapter 51– Ambulatory, Restorative, and Palliative Care in Community Settings pp 1630-1648.  
• Discuss List of Topics/Objectives for continuing Chapter 52– Responding to Emergencies pp 1650-1682.  
• Describe the emergency medical services and define emergency, trauma, emergency nursing, disaster  
• Explain the role of the nurse in emergency situations and the three general approaches to emergency care hospital triage, disaster triage, and emergency medical services  
• List personnel needed to respond to an in-hospital emergency by department  
• Discuss the steps in assessing an emergency client using the ABCDs approach  
• Discuss legal issues of emergency medicine such as Good Samaritan Laws, mandated reporting, and the difference between informed and implied consent  
• Discuss the different levels of triage categories and systems priorities for the sick or wounded  
• Use Medical Triage of START for triaging in a mass casualty incident |
| LEARNING ACTIVITIES | • Cover assignments for classroom Day 4  
• Lecture over Chapter 52 topics  
• Open discussion over Chapter 52 topics and assignment |
| OUT OF CLASS WORK ASSIGNMENTS | Homework:  
• Review readings from Textbook covered in class today Chapter 52 pp 1650-1682 for QUIZ  
• Re-Read and be prepared for discussion on Day 4 Textbook Chapter 52 pp 1650-1682 - Foundations of Nursing, 3rd Ed  
Prepare for FINAL EXAM Day 5 |
| DATE | DAY 4 |
| SPECIFIC OBJECTIVES | Textbook: Foundations of Nursing, 3rd Ed  
From each chapter the student will be able to respond to Course Objectives and:  
• List reasons for a significant change in the growth of nonacute care services.  
• Identify legal issues r/t community/public health systems  
• Describe the differences between Medicaid and Medicare.  
• Explain reimbursement procedures for Long Term Care settings  
• Explain types of Home-Based Care and the nurses role  
• Explain the role of the licensed practical nurse/vocational nurse (LPN/VN) as a member of the interdisciplinary health care team.  
• Discuss the types of clients that would benefit from participation in a rehabilitation/restorative care program. |
### TOPIC (S)
- Review of lecture materials covered for Chapter 51 and Chapter 52 topics
- Open discussion over Chapter 51 and Chapter 52 topics for **FINAL on Day 5**

### LEARNING ACTIVITIES
- Review of Lecture Materials
- Open discussion of Ch 51 and 52.

### OUT OF CLASS WORK ASSIGNMENTS
- **Homework:**
  - Review readings from Textbook covered in class today **Chapter 51** pp 1630-1648 and **Chapter 52** pp 1650-1682 for **FINAL**

### SPECIFIC OBJECTIVES
- **FINAL EXAM** over Chapter 51 and Chapter 52 pp 1630-1682. Must score 80% to progress in the program
- Community Health Nursing – Clinical Experience VI:
  1. Discuss community and public health issues facing area of residence
  2. Identify legal issues related to community and public health
  3. Define health and its determinants
  4. Identify changes in U.S. health care delivery affecting the community regarding ambulatory care and managed care services
  5. Discuss the different models of community health improvement
  6. Describe surveillance systems for monitoring health status to identify community problems regarding legal issues and reportable conditions
  7. Discuss research evidence based public health practices
  8. Formulate community health action plans
  9. Formulate skills to mobilize communities and build capacity to improve community health status
  10. Discuss current national policies that have an effect on community health

### TOPIC (S)
- **FINAL Today over Chapter 51 and Chapter 52**

### Instructional Methods
- The following strategies may be used in this class:
  - Lecture/Discussion
  - Textbook Assignments
  - Performance Objectives
  - Audio/visuals with study guides
  - Worksheets
  - Power point presentations (ppt)
  - Demonstration of skills with return demonstration
Instructional Materials and References

- *Nursing 2014 Drug Handbook (Nursing Drug Handbook)* by Lippincott Williams & Wilkins – Published @2013 - ISBN/ISSN: 9781451186352

Assessment Criteria and Methods of Evaluating Students

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100 %</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<td>D</td>
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<tr>
<td>F</td>
<td>0-59%</td>
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<tr>
<td>W</td>
<td>Withdrawn</td>
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<tr>
<td>I</td>
<td>Incomplete</td>
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Generally, the grades “A” through “B” are considered passing grades. Grades "W" and "I" indicate that no grades were earned for the course. A "W" grade indicates that the student withdrew from the course, but failed to complete all the required course work. The instructor, in his/her discretion may grant an "I" grade instead of an "F", pending completion of the course work by the student within a specified time arranged by the instructor and told to the student. It is the student's responsibility to follow-up with the instructor to complete the course work. If the course work is not completed by the arranged time, the “I” grade becomes an “F”.

Minimum passing grade for this course is 80%

Distribution of Grade Elements

- Quizzes 50% of total grade
- Final 50% of total grade

Date Syllabus Was Last Reviewed – June 17, 2014