



**Summer 2018**

<p><b>Meeting days:</b> Thursday F2F</p> <p><b>We meet</b> F2F Week 2&amp;3 and Week 5 -7 1645-1745</p>	<p><b>Instructor names, rank, credentials &amp; contact info:</b></p> <p>Jennifer King RN MSN CNS PHN          Associate Faculty Professor          © 805-234-0822  <a href="mailto:jking1@pointloma.edu">jking1@pointloma.edu</a></p>
<p><b>Meeting location:</b> Mira Costa Community College Horticulture Building Room 7003</p>	<p><b>Office location and hours:</b> *Office hours by appointment. To make an appointment, please email instructor with at least 2 possible dates/times. The instructor will respond with confirmation of a specific appointment date/time.</p>
<p><b>Placement:</b> RN-BSN Term 3</p>	
<p><b>Final Exam:</b> n/a</p>	

**PLNU Mission**  
**To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**SON Vision Statement**

The School of Nursing at Point Loma Nazarene University embraces, as a covenant, the commitment to excellence within a dynamic Christian environment in which each one will engage in the sacred work of nursing. This sacred work involves symbolically removing one’s shoes in service of others.  
*Take off your sandals for the place you are standing is holy ground. Exodus 3:5 NIV*

**SON Mission Statement**

The School of Nursing at Point Loma Nazarene University exists to support the university Wesleyan mission and to provide an interdisciplinary learning program of excellence. Graduates of the SON are distinctly identified by grace, truth and holiness, serving others after the example of Christ, as they are sent to fulfill their calling as professional nurses.

*So He got up from the meal, took off His outer clothing, and wrapped a towel around His waist. After that, He poured water into a basin and began to wash His disciple’s feet, drying them with a towel that was wrapped around Him. John 13: 4-5 NIV*

*Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. I have set you an example that you should do as I have done for you. John 13: 14-15 NIV*

Faculty reserves the right to make necessary schedule changes to  
this syllabus as the semester progresses.

Every attempt will be made to minimize the inconvenience to the student in the event of a change to the syllabus. Students will be notified of changes via Canvas announcement section, with accompanying email notification, in a timely manner.

**PRE-REQUISITES:**

Same as NRS 420 (Theory).

Note: A minimum grade of "C" must be achieved in all prerequisite courses for course eligibility.

**CO-REQUISITES:**

Same as NRS 420 (Theory).

Note: A minimum grade of "C" must be achieved in all co-requisite courses in order to progress in the program.

**COURSE DESCRIPTIONS**

Application of the nursing process to adults, elders and communities using the concepts of Community/Public Health. Students work with individuals/groups in community agencies.

Note: A minimum grade of "CR" must be achieved in all co-requisite courses in order to progress in the program.

**COURSE CREDIT HOUR INFORMATION**

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 1-unit class delivered over 5 weeks.

For this 1-unit course, a minimum of 40 hours must be in partial fulfillment of Public Health California Code of Regulations (PHCCR) 1491. The clinical site(s) is a community agency serving vulnerable populations of individuals, groups and communities throughout San Diego. All clinical sites must be approved by faculty prior to participation or service.

**\*NOTE:** This course also requires you to contribute to the Community by engaging in service activities independent of your clinical experience. To meet the program requirements, you Must complete the required community service hours (8) by the end of this course. **You are responsible for maintaining a record of your completed hours throughout this program.**

## PROGRAM VALUES & COURSE LEARNING OUTCOMES

Upon completion of NRS 421, the student will meet the following outcomes (as specified in the *RN-BSN Clinical Assessment & Evaluation Form*):

NSG 420 - Caring Faithfully in the Community	NSG 421 – Caring Faithfully in the Community Practicum
<p><b>I. INQUIRING Faithfully: Student will demonstrate knowledge, skill and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process.</b></p> <p>A. Initiate dialogue regarding current practice to improve healthcare BSN Essentials II, IV, V, VI, VII, IX</p> <p>B. Demonstrate use of evidence-based practices as an advocate for self and others BSN Essentials III, V, VI, VII, VIII, IX</p> <p>C. Influence positive client outcomes using evidence-based data BSN Essentials II, VII, IX</p> <p>D. Provide holistic care by considering all of the client needs (e.g. physical, psychosocial, spiritual, environmental) including family in a multicultural community BSN Essentials I, VII, IX</p> <p>E. Engage in self-care practices that facilitates optimal care of clients BSN Essentials I, VII</p>	
<p>1. Examine global, national and local concepts of the public health model and theories of nursing. PLOs I.B, I.D, II.B, III.E, IV.B, V.C <b>PHCCR 1491-4: A-L</b></p>	
<p>2. Utilize knowledge from previous nursing courses and public health science in programs and education developed for community clients. PLOs I.B, II.B, III.A, IV.A, V.B, V.C <b>PHCCR 1491-4: A-L</b></p>	
<p>3. Utilize the social and ecological determinants of health to work effectively with diverse individuals, families and groups. PLOs I.D, II.B, III.C, V.C <b>PHCCR 1491-4: A-L</b></p>	
<p>4. Analyze diverse, cultural, ethnic and social backgrounds as sources of patient, family and community needs. PLOs I.A, I.D, II.C, III.D, V.B, V.C <b>PHCCR 1491-4: A-L</b></p>	
<p>5. Discuss the ethical issues inherent in resource allocation strategies for community health and well-being. PLOs I.D, II.C, III.C, V.C <b>PHCCR 1491-4: A-L</b></p>	
<p>6. Integrate global, national and local concepts of the public health model and theories of nursing to clinical practice. PLOs I.B, II.B, III.A, IV.A, V.B, V.C <b>PHCCR 1491-6: A-C</b></p>	
<p>7. Utilize knowledge from previous nursing courses and public health science in providing care for community clients. PLOs I.D, II.B, III.C, V.C</p>	

PHCCR 1491-6: A-C

8. Engage with diverse, cultural, ethnic and social backgrounds and link resources to meet patient, family and community needs.

PLOs I.A, I.D, II.C, III.D, V.B, V.C

PHCCR 1491-6: A-C

**II. CARING Faithfully: The student will embrace a calling to the ministry of compassionate care for all people in response to God's grace, which aims to foster optimal health and bring comfort in suffering and death.**

A. Demonstrate compassionate care to all people while mirroring Christ's love for all

B. Partner with the community to establish a trusting relationship

C. Demonstrate ethics and values consistent with the practice of professional nursing

1. Prioritizes physiological and psychosocial (including spiritual) assessment data that impacts disease process of community clients.

PLOs I.D, II.A, III.A, IV.B, V.B

PHCCR 1491-4: A-L

2. Examine strategies to empower community clients in all aspects of the healthcare process

PLOs I.C, I.D, II.B, III.A, III.D, IV.B, V.C

PHCCR 1491-4: A-L

3. Integrate ethical/legal standards of nursing practice into the community settings

PLOs I.D, II.C, III.C, V.C

PHCCR 1491-4: A-L

4. Model consistent self-care practices for healthy living, including support of self, peers and community clients

PLOs I.D, II.A, III.A, IV.B, V.B

PHCCR 1491-6: A-C

5. Incorporate those nursing practices that demonstrate respect for ethnic identity, sociocultural practices of clients in the community.

PLOs I.C, I.D, II.B, III.A, III.D, IV.B, V.C

PHCCR 1491-6: A-C

6. Assess ethical/legal standards of nursing practice that impact the community settings

PLOs I.D, II.C, III.C, V.C

PHCCR 1491-6: A-C

**III. COMMUNICATING Faithfully: The student will actively engage in the dynamic interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills.**

A. Engage in active listening to promote therapeutic relationships

B. Demonstrate effective verbal and nonverbal communication skills to provide patient care

C. Dialogues with members of the healthcare team, including the patient to facilitate positive patient outcomes

D. Advocate for patients/families and self

E. Implements patient care while revering the diversity of patients, families and

communities
1. Assess teaching strategies that are appropriate and effective for individual clients, aggregates and communities PLOs I.B, I.C, II.B, III.B, IV.C, V.C PHCCR 1491-4: A-L
2. Foster open communication among the healthcare team to improve client, family and public health outcomes PLOs I.D, II.A, III.A, IV.B, V.B PHCCR 1491-4: A-L
3. Assess the health literacy of individuals, families, and groups served. PLOs I.B, I.D, II.B, III.E, IV.B, V.C PHCCR 1491-4: A-L
4. Advocates for clients to exercise their right to select, participate in, and evaluate health care PLOs I.B, I.D, II.B, III.E, IV.B, V.C PHCCR 1491-4: A-L
5. Collaborates with other disciplines in public health to develop, implement and evaluate models of interdisciplinary education to care for diverse populations. PLOs I.A, I.D, II.B, III.A, IV.B, V.A PHCCR 1491-4: A-L
6. Assist clients to exercise their rights to select, participate and evaluate health care PLOs I.B, I.C, II.B, III.B, IV.C, V.C PHCCR 1491-6: A-C
7. Investigate cultural influences to communication patterns in families and communities. PLOs I.D, II.A, III.A, IV.B, V.B PHCCR 1491-6: A-C
8. Provide clinical skills relevant to the public health nursing practice including: screening, immunizations, home assessments, individual and family health assessments, chronic disease self-management, and care coordination. PLOs I.A, I.D, II.B, III.A, IV.B, V.A PHCCR 1491-6: A-C

<p><b>IV. FOLLOWING Faithfully: Defined as claiming the challenge from Florence Nightingale that nursing is a “divine imposed duty of ordinary work.” The nursing student will integrate the ordinary work by complying with and adhering to regulatory and professional standards (e.g. ANA Code of Ethics, the California Board of Registered Nursing, Scope of Nursing Practice, SON Handbook). This includes taking responsibility, being accountable for all actions and treating others with respect and dignity.</b></p> <p>A. Engage in a professional practice environment that promotes nursing excellence B. Provides patient care within the boundaries designated by regulatory agencies, professional practices and ethical standards of a Christian nurse C. Avail self of learning opportunities to initiate the life-long learning process</p> <p>1. Models principles of integrity, respect and concern for the well-being of self, clients and colleagues PLOs I.D, I.E, II.A, III.D, V.A</p>
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PHCCR 1491-4: A-L
2. Promotes public health through partnership with clients and agencies as a model of respect for the needs of others PLOs I.B, I.D, II.B, III.E, IV.B, V.C PHCCR 1491-4: A-L
3. Appraise major issues shaping current public health nursing practice PLOs I.B, I.C, III.D, IV.A PHCCR 1491-4: A-L
4. Critiques the role and influence of context, culture, gender and development on interpersonal interaction and teaching PLOs I.C, I.D, II.C, II.D, III.C, IV.B, V.C PHCCR 1491-4: A-L
5. Promote public health through partnership with clients and agencies as a model of respect for the needs of others PLOs I.D, I.E, II.A, III.D, V.A PHCCR 1491-6: A-C
6. Assume responsibility and accountability for provision of quality care with indirect supervision in public health settings with individuals, families, and community PLOs I.B, I.D, II.B, III.E, IV.B, V.C PHCCR 1491-6: A-C
7. Demonstrates presentation of targeted health information to multiple audiences at a local level, including to community groups and agency peers. PLOs I.B, I.C, III.D, IV.A PHCCR 1491-6: A-C

<b>V. LEADING Faithfully: The student will incorporate a foundational relationship with Christ and others and embrace a willingness to serve others in the midst of life circumstances (e.g., illness, injustice, poverty). The student will role-model the need for “Sabbath Rest” as a means of personal renewal, and true care of the self, so that service to others is optimally achieved. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, discernment.</b>
A. Provide graceful service through compassionate response to others’ needs B. Demonstrate the principles of a servant leader as a reflection of Christ’s love C. Exhibits patient advocacy that reflects sensitivity to diversity in a holistic manner.
1. Analyze the influence of own value system related to the impact community client care PLOs I.D, II.A, III.D, V.B PHCCR 1491-4: A-L
2. Discriminate community resources for children and families as a function of service PLOs I.C, II.B, III.E, IV.B, V.C PHCCR 1491-4: A-L
3. Justify the role that leading faithfully has in community/public health nursing PLOs I.D, I.E, II.B, III.C, V.A PHCCR 1491-4: A-L
4. Demonstrates the concepts of equity and social justice in the context of health, health disparities, and the social determinants of health

PLOs I.C, I.D, II.C, II.D, III.C, III.E, IV.B, V.C PHCCR 1491-4: A-L
5. Model consistent self-care practices for healthy living, including support of self, peers and community clients. PLOs I.C, II.B, III.E, IV.B, V.C PHCCR 1491-6: A-C
6. Strategize with colleagues and clients the best practices in dissemination of community resources for clients. PLOs I.D, I.E, II.B, III.C, V.A PHCCR 1491-6: A-C
7. Affirms clients informed values and choices when different from the student's own. PLOs I.C, I.D, II.C, II.D, III.C, IV.B, V.C PHCCR 1491-6: A-C

### COURSE CONTENT OUTLINE (TOPIC OUTLINE)

WEEK	Format	Content	PHCCR 1491	* PHN HOURS
<b>Week 1</b>	F2F Practicum 1 of 6	Clinical Site Online Orientation Modules (0) Child Neglect and Abuse Module (0) Orientation to facility & PHN role as scheduled (2) Onsite needs assessment and Windshield Survey (1) Post Conference (1)	4J  4B, J, H	4
<b>Week 2</b>	F2F Practicum 2 of 6	Clinical experience in public health setting with individuals, families and community (5) Post Conference (1)	6	6
<b>Week 3</b>	F2F Practicum 3 of 6	Clinical experience in public health setting with individuals, families and community (5) Post Conference (1)	6	6
<b>Week 4</b>	<b>Online</b>	Teaching Project planning (0)	4C, F	0
<b>Week 5</b>	F2F Practicum 4 of 6	Clinical experience in public health setting with individuals, families and community (5) Post Conference (1)	6	6
<b>Week 6</b>	F2F Practicum 5 of 6	In-Class: Teaching Presentation proposal (0) Clinical experience in public health setting with individuals, families and community (5) Post Conference (1)	6	6
<b>Week 7</b>	F2F Practicum 6 of 6	Clinical experience in public health setting with individuals, families and community (4)	6 4F	4

		- Onsite: Teaching Presentation		
<b>TBD</b>		RN Volunteer Activity in a public health setting with individuals, families and communities as outlined by faculty	<b>C</b>	<b>8</b>
			<b>TOTAL</b>	<b>40</b>

- PHN hours: Attach Clinical Log and Attendance Verification of hours form to NRS 421 Clinical Evaluation (Assignment in LiveText)

## **METHODS OF EVALUATION**

You must meet a minimum of 75% of the standards listed on the *Clinical Assessment & Evaluation Form* to received "Credit".

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## **ACADEMIC POLICIES - ATTENDANCE AND PARTICIPATION**

Make up for clinical hours is at the discretion of the faculty. All clinical hours must be completed and/or or made-up. It is the responsibility of the student to initiate communication regarding arrangements for make-up. Failure to complete clinical hours will result in a "No Credit" for the clinical practicum and an incomplete for the co-requisite theory course.

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## **REQUIRED TEXTS & RECOMMENDED STUDY RESOURCES**

Same as NRS 420 (Theory)

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## **PORTFOLIO REQUIREMENT**

See NRS 420 (Theory)

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## **REQUIRED LEARNING ACTIVITIES**

In addition to the Teaching project (See grading criteria in NRS420 syllabus), the required learning activities for this practicum will include:

- Concurrent clinical experience in partial fulfillment of Public Health California code of Regulations (PHCCR) 1491 and in accordance with the American Public Health Association's (APHA) definition and practice of public health nursing (Section 2013): *Public health nursing is a specialty practice within nursing and public health. It focuses on improving population health by emphasizing prevention, and attending to multiple determinants of health. Often used interchangeably with community health nursing, this nursing practice includes advocacy, policy development, and planning, which addresses issues of social justice.*
- Individual activity at the clinical site: Includes assessment, planning, and implementing public health education activities with community clients concurrent with theoretical knowledge in public health (NRS420) pursuant of a Public Health Nurse certificate. [CCR1491\(6\)\(A\)-\(C\)](#) In compliance with [California Business and Professions code 2816](#).
- Training in the Prevention, early detection, intervention, California Reporting Requirements, and treatment of child neglect and abuse per [CCR1491\(7\)](#)