



**School of Nursing
NSG 4061
Nursing of Communities: Community Health Focus Practicum (1 unit)
Spring 2020**

<p>Meeting days: Tuesdays or Thursdays Quad 1: 1/28-3/5 Quad 2: 3/17-4/30 *all students must attend clinical orientation on 1/21</p>	<p>Instructors:</p> <ul style="list-style-type: none"> • Jennifer King, DNP, RN, CNS, PHN Associate Professor Cell: 805.234.0822 Jking1@pointloma.edu • Carrie Black, MSN, RN, PHN Part-Time Faculty Cell: 760.207.2405 carriblack@pointloma.edu
<p>Meeting times: Dependent on specific clinical site (daytime hours)</p>	
<p>Meeting location: Students are placed either in San Diego Unified School District, San Diego Health & Human Services Agency, or National City Fire Department</p>	
<p>Placement: Senior year</p>	<p>Office location and hours for both instructors: LSCC Office #108. Office hours by appointment.</p>
<p>Final Exam: None</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.

COURSE DESCRIPTIONS

NSG 4061 Nursing of Communities: Community Health Focus (1 unit)

Application of the nursing process to individuals, families, and communities using the concepts studied in Community Health Focus. Students work with families in a health department and a home health agency.

Prerequisites: Senior standing in Nursing program and completion of Sociology 3060

Concurrent: Nursing 4060.

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

Grading Policy: Credit/No Credit.

PROGRAM & COURSE LEARNING OUTCOMES (PLOs & CLOs)

Upon completion of this program, students will be able to achieve

- Program Learning Outcomes (blue)
- Theory Course Learning Outcomes (apricot)
- Clinical Course Learning Outcomes (white)

- 2008 American Association of Colleges of Nursing: The Essentials of Baccalaureate Education (BSN Essentials)
- Public Health California Code of Regulations: Qualifications and Requirements (PHCCR)

School of Nursing Program Values & PLOs	NSG 4060: Nursing of Communities: Community Health Focus	NSG 4061: Concurrent Clinical Course
<p>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.</p> <p>A. Initiate dialogue regarding current practice to improve healthcare BSN Essentials II, III, IV, VI, IX</p> <p>B. Demonstrate use of evidence-based practices as an advocate for self and others BSN Essentials III, IV, VI, IX</p> <p>C. Promotes positive client outcomes using evidence-based data BSN Essentials II, III, IV, VI, 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, III, IV, VI, VII, VIII, IX</p> <p>E. Engage in self-care practices that facilitates optimal care of clients BSN Essentials I, V, VI, IX</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 PHCCR 1491-4: A-L</p>		
<p>2. Utilize knowledge from previous nursing courses and public health science in providing care for community clients PLOs I.B, II.B, III.A, IV.A, V.B, V.C PHCCR 1491-4: A-L</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 PHCCR 1491-4: A-L</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 PHCCR 1491-4: A-L</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 PHCCR 1491-4: A-L</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

PHCCR 1491-6: A-C

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

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

School of Nursing Program Values & PLOs	NSG 4060: Nursing of Communities: Community Health Focus	NSG 4061: Concurrent Clinical Course
<p>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.</p> <ul style="list-style-type: none"> A. Demonstrate compassionate care to all people while mirroring Christ’s love for all BSN Essentials IV, VI, VII, IX B. Partner with the community to establish a trusting relationship BSN Essentials II.VI, VII, IX C. Demonstrate ethics and values consistent with the practice of professional nursing BSN Essentials V, VI, VII, VIII, IX 		
<p>1. Prioritize physiological and psychosocial (including spiritual) assessment data that impact disease process of community clients PLOs I.D, II.A, III.A, IV.B, V.B PHCCR 1491-4: A-L</p>		
<p>2. Examine strategies to empower community clients in all aspects of the healthcare process PLOs I.C, I.D, II.B, III.A, III.C, IV.B, V.C PHCCR 1491-4: A-L</p>		
<p>3. Integrate ethical/legal standards of nursing practice into the community settings PLOs I.D, II.C, III.C, V., PHCCR 1491-4: A-L</p>		
<p>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</p>		
<p>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</p>		

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

School of Nursing Program Values & PLOs	NSG 4060: Nursing of Communities: Community Health Focus	NSG 4061: Concurrent Clinical Course
<p>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.</p> <p>A. Engage in active listening to promote therapeutic relationships BSN Essentials II, III, IV, VI, VII, IX</p> <p>B. Demonstrate effective verbal and nonverbal communication skills to provide patient care BSN Essentials II, III, IV, VI, VII, IX</p> <p>C. Dialogues with members of the healthcare team, including the patient to facilitate positive patient outcomes BSN Essentials II, III, IV, VI, VII, IX</p> <p>D. Advocate for patients/families and self BSN Essentials V, VI, VII</p> <p>E. Implements patient care while revering the diversity of patients, families and Communities BSN Essentials II, III, V, VI, VII, IX</p>		
<p>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</p>		
<p>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</p>		
<p>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</p>		
<p>4. Advocate for clients to exercise their right to select, participate in, and evaluate health care PLOs I.B, I.C, II.B, III.E, IV.B, V.C PHCCR 1491-4: A-L</p>		
<p>5. Collaborate 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</p>		

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

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<p>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.</p> <p>A. Engage in a professional practice environment that promotes nursing excellence BSN Essentials I, III, IV, V, VI, VII, VIII, IX</p> <p>B. Provides patient care within the boundaries designated by regulatory agencies, professional practices and ethical standards of a Christian nurse BSN Essentials II, VI, VI, VII, VIII, IX</p> <p>C. Avail self of learning opportunities to initiate the life-long learning process BSN Essentials III, IV, V, VI, VII, VIII, IX</p>		
<p>1. Model 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 PHCCR 1491-4: A-L</p>		
<p>2. Promote 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</p>		
<p>3. Appraise major issues shaping current public health nursing practice PLOs I.B, I.C, III.D, IV.A PHCCR 1491-4: A-L</p>		
<p>4. Critique 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</p>		

<p>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</p>
<p>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</p>
<p>7. Demonstrate 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</p>

School of Nursing Program Values & PLOs	NSG 4060: Nursing of Communities: Community Health Focus	NSG 4061: Concurrent Clinical Course
<p>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.</p> <p>A. Provide graceful service through compassionate response to others’ needs BSN Essentials II, IV, VI, VII, VIII, IX</p> <p>B. Demonstrate the principles of a servant leader as a reflection of Christ’s love BSN Essentials II, IV, V, VI, VII, VIII, IX</p> <p>C. Exhibits patient advocacy that reflects sensitivity to diversity in a holistic manner. BSN Essentials II, IV, V, VI, VII, VIII, IX</p>		
<p>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</p>		
<p>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</p>		
<p>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</p>		
<p>4. Demonstrate 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</p>		
<p>5. Model consistent self-care practices for healthy living, including support of self, peers and community clients</p>		

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 client's 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

CLINICAL HOURS OUTLINE

Clinical Experience	PHCCR 1491	PHN Hours
Orientation to clinical site	4C	6
Clinical experience in public health setting with individuals, families and community	6	34
TOTAL HOURS = 40		

STUDENT LEARNING OUTCOMES

Students are expected to engage in the following outcomes in their daily clinical experiences in public health settings:

1. The PHN student will be able to describe how PHN's use nursing knowledge to PREVENT acute and chronic health conditions, injuries, school absenteeism, infant mortality and spread of communicable disease.
2. The PHN student will be able to develop EDUCATION to inform individuals, families and communities about healthy behaviors, environments, policies and resources to support healthy choices and improve health outcomes.
3. The PHN student will be able to identify how PHN's COORDINATE and integrate health services across the lifespan to improve individual and population health outcomes and health equity.
4. The PHN student will be able to describe the role of PROTECTION PHN's play in preparing individuals, families and communities for disasters and mobilizing resources.
5. The PHN student will be able to LEAD evidence-based quality practice by implementing a project to improve health in the population they are serving.
6. The PHN student will be able to PROMOTE health equity and health as a shared value through individual and community engagement, and inclusion.
7. The PHN student will be able to ADVOCATE for community assets that lead to a healthier population through identification of upstream issues that contribute to poor health outcomes.
8. The PHN student will be able to CARE for people, families and communities through expanding knowledge of other cultures, languages, literacy & and educational levels that shape health, well-being and equity.

9. The PHN student will be able to INTEGRATE knowledge of the components that make up the continuum of health: physical, mental, emotional and spiritual well-being and be able to identify resources needed to support each component.
10. The PHN student will be able to use RESEARCH to inform their practice and improve the health of individuals, families and communities.

**Adapted from "Ten Ways Public Health Nurse (PHNs) Improve Health" Robert Wood Johnson Foundation Public Health Nurse Leaders, August 2017.*

ATTENDANCE AND PARTICIPATION POLICY

Make up for clinical hours is at the discretion of the faculty. All clinical hours must be completed and/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.

Please call your clinical instructor if you are late or absent for any reason prior to the clinical time.

METHODS OF ASSESSMENT & EVALUATION

This is a credit/no credit course. Students must meet a minimum of 75% of the standards listed on the Clinical Evaluation Form to receive "Credit".

Quad	Assignment	Due Date
1	Journal #1	Week 1
	Journal #2	Week 3
	Community Assessment	
	Journal #3	Week 5
	Community Need Identification	
2	Clinical Evaluation forms	
	Journal #1	Week 1
	Literature Review	
	Journal #2	Week 3
	Implementation Plan	
	Journal #3	Week 5
	Clinical Evaluation forms	

REQUIRED LEARNING ACTIVITIES

In addition to the Health Promotion Project (see grading criteria in NSG 4060 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 (NSG 4060), pursuant of a Public Health Nurse certificate. See the public health regulations CCR1491 below, in compliance with California Business and Professions Code 2816.

§ 1491. Qualifications and Requirements.

16 CA ADC § 1491 BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS
Barclays Official California Code of Regulations [Currentness](#)
Title 16. Professional and Vocational Regulations
Division 14. Board of Registered Nursing
Article 9. Public Health Nurse

16 CCR § 1491

§ 1491. Qualifications and Requirements.

An applicant for a Public Health Nurse Certificate shall have a license, in active status, to practice as a registered nurse in California and shall have met the education and clinical experience requirements as follows:

(1) Possession of a baccalaureate or entry-level master's degree in nursing from a nursing school accredited by a Board-approved accrediting body, such as the National League for Nursing Accrediting Commission, or the Commission on Collegiate Nursing Education. The baccalaureate or entry-level master's program must have included coursework in public health nursing, including a supervised clinical experience in public health settings; or

(2) Possession of a baccalaureate or entry-level master's degree in nursing from a nursing school which is not accredited by a Board-approved accrediting body, such as the National League for Nursing Accrediting Commission or the Commission on Collegiate Nursing Education, but the Board has determined that the nursing school's public health nursing coursework and the supervised clinical experience are equivalent to that of a nursing school accredited by a Board-approved accrediting body; or

(3) Possession of a baccalaureate degree in a field other than nursing and completion of a specialized public health nursing program that includes a supervised clinical experience at a baccalaureate school of nursing accredited by a Board-approved accrediting body, such as the National League for Nursing Accrediting Commission or the Commission on Collegiate Nursing Education.

(4) Theoretical content for a Public Health Nurse Certificate shall include, but is not limited to, the following areas:

- (A) Physical, mental, and developmental assessment: child and adult;
- (B) Surveillance and epidemiology: chronic and communicable diseases;
- (C) Health promotion and disease prevention;
- (D) Multicultural nursing concepts;
- (E) Research methodology and statistics;
- (F) Health teaching concepts and strategies;
- (G) Population based practice: assessment and development of community collaboration at the level of systems, community and family/individual;
- (H) Assessment of health needs of individuals and families, to include environment, and interventions across the lifespan;
- (I) Legal and health care financing issues;

- (J) Family violence, e.g., child, adult, domestic, elder abuse, etc., prevention, detection, intervention, treatment, and California reporting requirements;
- (K) Case management/care coordination; and
- (L) Emergency preparedness and response.

(5) A faculty member of the nursing program shall be responsible for coordinating students' clinical experience and supervision.

(6) Supervised clinical experience shall be:

- (A) In public health settings with individuals, families, and community;
- (B) Concurrent with or following acquisition of theoretical knowledge prescribed by the curriculum; and
- (C) A minimum of 90 hours.

(7) Training in the prevention, early detection, intervention, California reporting requirements, and treatment of child neglect and abuse that shall be at least seven (7) hours in length and shall be acquired through:

- (A) A baccalaureate nursing program or a specialized public health nursing program; or
- (B) A course of instruction in the prevention, early detection, intervention, California reporting requirements, and treatment of child neglect and abuse that is offered by a continuing education provider approved by the Board.

Note: Authority cited: Section 2715, Business and Professions Code. Reference: Sections 2817 and 2818, Business and Professions Code.

HISTORY

1. New section filed 4-14-72; effective thirtieth day thereafter (Register 72, No. 16).
2. Amendment filed 3-9-87; effective thirtieth day thereafter (Register 87, No. 11).
3. Editorial correction of subsection (a)(2) (Register 90, No. 35).
4. Renumbering and amendment of former title 17, section 4501 to new title 16, section 1491 and amendment of Note filed 1-26-96; operative 2-28-96. Submitted to OAL for printing only (Register 96, No. 5).
5. Amendment of section and Note filed 9-2-98; operative 10-2-98 (Register 98, No. 36).
6. Amendment of section and Note filed 5-12-2005; operative 6-11-2005 (Register 2005, No. 19).

This database is current through 3/31/17 Register 2017, No. 13
16 CCR § 1491, 16 CA ADC § 1491

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