# Nursing Modalities for the Community

**Fall 2018**

<table>
<thead>
<tr>
<th>Class time:</th>
<th>Tuesday/Thursday 8:00am to 5:00pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location:</td>
<td>Various clinical sites</td>
</tr>
<tr>
<td>Name of Faculty:</td>
<td>Melissa Rea</td>
</tr>
<tr>
<td>Contact details:</td>
<td>Email <a href="mailto:mr144@evansville.edu">mr144@evansville.edu</a></td>
</tr>
<tr>
<td></td>
<td>Cell phone 1-812-431-7326</td>
</tr>
<tr>
<td>Office hours:</td>
<td>email for appointment.</td>
</tr>
<tr>
<td></td>
<td>Office hours Monday morning and</td>
</tr>
<tr>
<td></td>
<td>Wednesday afternoon</td>
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## Course Description

Clinical laboratory includes instruction and practice with the modalities of teaching, counseling, alternative care, and social support in both the US and the UK. Focuses on vulnerable groups within the community who require health promotion and/or suffer chronicity. Primary emphasis on teaching and social support comparing/contrasting a global community approach.

This clinical laboratory course includes concepts taught in Professional Leadership (NURS 463) and focuses on principles of leadership and management as they are practiced in a community and global setting. Additionally, the course focuses on the promotion of community health globally through collaboration with partners in the UK and the US. At the end of this experience, students will have an understanding of the complexity of global health issues, especially those in the UK and the US.

## Credit Hour Policy Statement

**Credit Hour Policy**: This clinical class meets the federal requirements of 45-75 total hours of student work per credit hour. For a 4-credit clinical course, you should spend roughly 12 hours per week in clinical and a minimum of 9 hours per week outside of scheduled clinical time.

## General Education Objective

This course meets the General Education requirements for:-

This is a clinical nursing course for senior level Nursing majors only. It does not meet a general education outcome from Enduring Foundations.
Learning Objectives
Listed below are the Learning Objectives for the course:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Course Objective</th>
<th>Learning Activities and Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professional nurse graduating from this program has the following attributes:</td>
<td>Upon completion of Nursing H468, the student will:</td>
<td></td>
</tr>
</tbody>
</table>
| Has mastered the University General Education component that has prepared them  | • Recognizes and avoids the natural tendency toward distortion and bias                                             | • Reflective journals  
| for the diversity of human experiences and engaging the skills of critical      | • Demonstrates skill in oral and written expression and share information and ideas in various settings             | • Clinical practice  
| thinking.                                                                       |                                                                                                                   | • Clinical evaluation  
|                                                                                |                                                                                                                   | • Clinical seminars  
|                                                                                   |                                                                                                                   |                                                                                                                   |
| Applies knowledge from the discipline of nursing to support critical             | • Applies concepts and theories of physiological functioning, mental health and family interaction to care for      |                                                                                                                   |
| thinking necessary for reflective practice.                                     | culturally diverse clients                                                                                                                                                  |                                                                                                                   |
|                                                                                   |                                                                                                                   |                                                                                                                   |
| Committed to altruistic service with sensitivity to the needs of vulnerable      | • Acts in a concerned manner about providing health care for underserved populations                                |                                                                                                                   |
| groups in society.                                                               | • Assumes role of client advocate                                                                                   |                                                                                                                   |
|                                                                                   |                                                                                                                   |                                                                                                                   |
| Practices as a member of a multidisciplinary team at a level consistent with     | • Uses skill of negotiation and conflict management                                                                 |                                                                                                                   |
| beginning professional practice.                                                 | • Communicates clearly to all health care team members                                                             |                                                                                                                   |
|                                                                                   |                                                                                                                   |                                                                                                                   |
| Competent and safe in nursing modalities of care in a variety of settings at a   | • Integrates knowledge of modalities of care for complex problems: direct care, teaching, counseling, alternative    |                                                                                                                   |
| level consistent with beginning professional practice.                          | healing, and social support黄色字体                                                                                                                                 |                                                                                                                   |
|                                                                                   |                                                                                                                   |                                                                                                                   |
| Competent in leadership and management skills at a level consistent with         | • Uses leadership and management principles to evaluate the outcomes of health care in a variety of settings        |                                                                                                                   |
| beginning professional practice.                                                 |                                                                                                                   |                                                                                                                   |
|                                                                                   |                                                                                                                   |                                                                                                                   |
| Committed to self-directed learning as a means to improve practice and add to    | • Reads and critiques literature for its scientific and clinical significance                                      |                                                                                                                   |
| the body of knowledge in nursing.                                               | • Uses research to provide basis for evidence-based care                                                           |                                                                                                                   |
|                                                                                   |                                                                                                                   |                                                                                                                   |
Practices within the moral, ethical, and legal framework of the nursing profession.

- Makes informed decisions that respect client beliefs, values and rights
- Demonstrates accountability for nursing judgments and actions
- Reflective journals
- Clinical seminars
- Clinical evaluation
- Clinical practice

Further Information about the Course

Clinical Agencies and Experiences:
Due to the study abroad nature of this course, clinical agency experiences are confirmed and may change throughout the semester. All students will not have identical clinical experiences. Examples of possible clinical sites and related visits may include:
1. Hospitals in various UK cities
2. University of Nottingham Nursing School
3. University of Lincoln Nursing School
4. Eyam and Chatsworth House
5. Hospices
6. A funeral home
7. Southwell workhouse

Schedule of topics

Topical Outline:

1. Identify and utilize social, physical, mental and alternative health, resources for providing direct care within the family and community system in the US and UK.
2. Demonstrate formal and informal teaching, health education, and modeling to individuals, families and aggregate groups as the primary care giver focusing on the levels of prevention.
3. Demonstrate understanding of communicable diseases.
4. Recognize that nursing is a continuum, which is practiced in many different settings and in different countries.
5. Understand that all people/nurses have a commitment to their community.
   - Community Assessment
   - Health Risk Appraisal
   - Health Education
   - Comparison of Health Care Systems
   - Conceptual Nursing Models
### Teaching Methods

**Key Text(s):**

**Other Class Materials:**
Clinical uniform, closed toe shoes, name tag
Books required for N 467 course will also be used as reference

**Teaching Methods:**

**Requirements for Clinical:**
Before going to clinical the student must:
- assure that all clinical requirements have been met and are on file
- complete required agency orientations
- earn 100% on the calculation proficiency exam

Students are expected to be adequately prepared about the nurse’s role in delivering safe and competent care to patients across the lifespan. Students are expected to bring all resources needed to ensure optimal learning. Attending any learning activity unprepared, without required supplies, or improperly attired will result in the same penalty as unexcused absence as designated on the syllabus.

**Teaching Methods:**
Clinical practice, case studies, seminar, role-play, discussions, presentations, and service learning projects.

### Schedule of Assignments

Will be posted as calendar of events and assignments at a later date on Blackboard
Assessment and Grading Criteria

Course evaluation:

Clinical Performance Evaluation 30%
Reflective Journal/Critical thinking activities 20%
Community Leadership/service project 30%
Community HESI 10%
Individual or group presentation 10%

Students who earn the grade of a “D” or “F” in the clinical practice component of the course will earn no higher than a “D” in the course, regardless of other grades in the course.

Safety is a priority in clinical practice. To assure safety in this clinical course, students must travel in at least pairs for all site visits. **Students who do not demonstrate safe practice will earn no higher than a D in this course regardless of the overall course percentage grade earned.**

Students must pass a calculation exam at 100% level of proficiency in order to participate in clinical experiences. Students will not be permitted to participate in clinical unless they have earned 100% on the calculation proficiency exam.

This clinical course includes graded clinical assignments as part of the overall course requirements. In all clinical nursing courses with graded clinical assignments, the students must achieve an overall average passing grade (75% or “3” on modified Bondy) on the assignments to earn the minimum passing grade of C- in the course. Regardless of the overall course percent grade when calculated, a grade of D+ or lower will be earned when the graded clinical assignments grade is less than 75% or “3” on modified Bondy (refer to the University of Evansville Baccalaureate Nursing Program Student Handbook). Your grades on the reflective journals/critical thinking activities must average a passing grade (75% or “3” on the Bondy scale).

The Community/Leadership HESI will be administered and will be the final exam in this course. Completion of this exam with remediation is required for successful completion of this course and for progression to next semester.

Absence from an exam without prior notification of the faculty and arrangement for make-up is an automatic 0% for the exam. Make up exams will be allowed for excused absences only.

There is no extra-credit work in this course to raise the course grade.

Assignment guidelines and grading rubrics will be posted on Blackboard.

Outline of Class/Lab Activities and Assignments:

**Math quiz:** Prior to the first clinical day the student must successfully complete a math quiz at 100%. The student will not be allowed in the clinical setting unless this requirement is met. If the student does not earn 100% on the first attempt, 10% will be deducted from the original test score for each subsequent attempt without scoring 100%. If a student does not pass the math test with 100% prior to first clinical day, it will be counted as an unexcused absence.
It is the student’s responsibility to read the clinical evaluation tool the first week of the semester and to be aware of the course requirements. The tool is specific and clearly states the expected behaviors. The evaluation tool may also help direct your study and provide an overview of the course. Use it to facilitate your own growth and achievement of the course objectives.

The Clinical Performance Evaluation is to be utilized by faculty and students to keep informed of progress in the clinical environment. The Clinical Performance Evaluation provides both a formative and a summative evaluation to maximize student learning and progression. Students are required to evaluate themselves and present supporting data to their clinical faculty prior to required midterm and final conferences.

Clinical practice is cumulative; therefore, behaviors from proceeding clinical courses are to be maintained at a passing level in all subsequent courses. Physical and emotional safety and security are a priority in nursing practice. Students must demonstrate safe practice in both campus and clinical settings. Students whose practice is unsafe or unethical will earn no higher that a “D” regardless of their percent grade. Any action or inaction on the part of the student that threatens the client’s well-being or violates the client’s physical security is justification for failure. In addition, any action on inaction which threatens the emotional well-being of the client or significant others or violates their emotional security is justification for failure.

Safety is a priority in clinical practice. To assure safety in the community setting students are required to stay together for all off campus experiences. Students must demonstrate safe practice on campus and clinical settings. A student whose practice is unsafe will earn no higher that a D in this course regardless of the percentage grade.

Community Project: The community project explores the concept of a global community, where students are entering into closer relationships with one another, and assume the role of educators, mentors, and community health advisors. Portions of this project are submitted for an individual and group grade. The sections that are graded individually are the individual needs assessment, the data planning, the review of literature, and APA format. Each student will also receive a final project grade based on individual collaboration and impact on the community.

Final Exam: The final exam is the Community/Leadership HESI. HESI percent grades are calculated by dividing the student score by 1000 to obtain a percent grade. All students are required to complete remediation, regardless of the score obtained.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>92-100</td>
</tr>
<tr>
<td>A-</td>
<td>91-90</td>
</tr>
<tr>
<td>B+</td>
<td>89-88</td>
</tr>
<tr>
<td>B</td>
<td>87-85</td>
</tr>
<tr>
<td>C+</td>
<td>82-81</td>
</tr>
<tr>
<td>C</td>
<td>80-78</td>
</tr>
<tr>
<td>D+</td>
<td>74</td>
</tr>
<tr>
<td>D</td>
<td>70-74</td>
</tr>
<tr>
<td>B-</td>
<td>84-83</td>
</tr>
<tr>
<td>C-</td>
<td>77-75</td>
</tr>
<tr>
<td>F</td>
<td>Below 70</td>
</tr>
</tbody>
</table>
Attendance Policy

In the event of illness or an emergency that will result in the inability to participate in this course, you need to communicate personally with faculty in a timely manner.

Due to the unique clinical experiences at Harlaxton College, any absence for any reason (excused or unexcused) will impact learning as these experiences cannot be replicated at a future date. Grade penalties and alternative assignments will be associated with an unexcused absence from any course event. An alternative assignment will be required for any excused absence from clinical. Students are expected to be available on alternative days and times since clinical experiences are arranged in relation to the facility’s preference and travel times to the locations.

There are twelve clinical hours per week during this course. Clinical hours include seminars, conferences, online activities and hours at clinical facilities. Absence from a clinical experience (including an excused absence) will be made up as stipulated by the clinical instructor and will require completion of an alternative assignment. Grade penalties will be incurred for unexcused absences.

The following behaviors will count as unexcused absences:
- Coming to campus lab or clinical site without complete uniform
- Coming to campus lab or clinical site more than 15 minutes late
- Not having required supplies
- Being unprepared for learning experiences
- Violation of professional behavior policy

Unexcused absences and tardiness will affect your course grade as follows:
- HESI exam missed due to an unexcused absence will earn 0%, but must still be completed in order pass this clinical course. Failure to complete the HESI will result in failure of this course.
- Tardiness or absence from the HESI exam carries the same penalty as for class/clinical/campus lab. All students are required to complete HESI exam remediation.
- Without prior arrangement for extensions on clinical assignments: 2% per day (including weekends and holidays) from the final course grade will be deducted for each late clinical written assignment, unless otherwise designated on specific assignment guidelines.
- 2% will be deducted from the final course grade for each day of unexcused absence. For example: If your final grade is 86% and you have one unexcused absence, your final course grade will be 84%. If you have 2 unexcused absences, your final grade will be 82%.
- The first incident of tardiness of less than 15 minutes* will result in 1% deduction from the final course grade. For each subsequent tardiness incident an additional 1% will be deducted for each incident. After the second incident you will be required to meet with faculty for a breech in professional behavior and a written plan developed. Unexcused or undocumented absence or tardiness to campus lab or clinical will be reflected on the Clinical Performance Evaluation and can result in disciplinary actions including removal from the nursing program.
- *Being more than 15 minutes late to class or lab (on or off campus) without accepted excuse counts as an unexcused absence rather than unexcused tardiness.

The use of personal computers, phones, cameras, iPod touches, mini iPad, or other electronic devices is not permitted at the clinical facilities. Technology such as laptops, mini iPad, and iPod touches may be used for specific on-campus learning experiences.
Clinical Requirements
You are accountable for knowing and meeting clinical requirements as stated in the University of Evansville Baccalaureate Nursing Program Student Handbook. Course penalties for late or missing clinical requirements include:
- 2% off of final course grade for late and/or incomplete filing of clinical requirements by August 1, 2018.

Drop/Add and Withdrawal Policy
There is normally about a 10 day period at the beginning of semester when a student may drop and class and/or add a class. The deadline date is published in the Semester Guidance handbook. Drop/Add forms are available from the library and completed forms should be returned to the same place. Faculty signatures are required for all classes being added.

Students may withdraw from a class, with the exception of British Studies, for a longer period of time.

Again the deadline date is published in the Semester Guidance handbook. Forms are available from the College Secretary, to whom completed forms should be returned. Forms must be signed by the faculty member of the class being withdrawn from and the Principal.

All students must register for, and be continuously enrolled in, 12 credit hours of study to be eligible to study at Harlaxton and remain in the United Kingdom.

Disability Policy
It is the policy of the University of Evansville (Harlaxton College) to make reasonable accommodations for students with properly documented disabilities. University of Evansville students should contact the Office of Counselling and Health Education to seek help with this. Students from Partner Universities/Colleges should contact their own relevant student support office. For assistance whilst at Harlaxton students should contact the College Secretary whose office is located adjacent to the Principal’s office.

Written notification to faculty from the College Secretary is required for academic accommodations to be implemented.

Honor Code
All students at the University of Evansville (Harlaxton College) agree to and are bound by the principles and practice of the honor code:

‘I understand that any work I submit for course credit will imply that I have adhered to this Academic Honor Code: I will neither give nor receive unauthorized aid, nor will I tolerate an environment that condones the use of unauthorized aid.’

The full Honor Code is available online:
https://www.evansville.edu/offices/deanstudents/downloads/honorcode.pdf