**Bethany Lutheran College**

**Community Health Nursing**

**NURS 440**

**Spring, 2024**

Luke 9: 11; 16-17 “And the people, when they knew it, followed him: and he received them, and spake unto them of the kingdom of God, and healed them that had need of healing….Then he took the five loaves and the two fishes, and looking up to heaven, he blessed them, and brake, and gave to the disciples to set before the multitude. And they did eat, and were all filled: and there was taken up of fragments that remained to them twelve baskets.”

**Course Days/Time/Location** Class: Mon 0800-0950 in HH310; Wed 0800-0950 via Zoom Clinical: Fri as assigned

Post Clinical Conference on select Mondays

**Credit/Classroom Hours** 3 credits; 4 classroom hours/wk first half of semester

45 clinical hours/semester

**Course Faculty** Name: Kelly Holtz Office: Meyer Hall 310

Phone: 507-251-7391 E-mail: kholtz@blc.edu

Clinical coordinator: Deb Matzke-Lewis cell: 507-380-7249

**Course Description**

This course studies community and public health nursing. Emphasis is on health promotion and maintenance of individuals, families, communities, and populations through application of the nursing process. Historical development and nursing theories of community health, epidemiology, health care policy, specific aggregate groups and health problems, vulnerable populations, and community health care settings will be discussed. Diverse roles of the community and public health nurse are examined. Clinical practicum experiences will occur in traditional and non-traditional community health care settings.

Health Continuum: Wellness-Physical, Behavioral; Acute Illness-Physical; Chronic Illness-Physical

Lifespan: Adult, Child, Elderly

This course is required for the B.S. in Nursing. Only students progressing in the nursing major may register for this course.

This course provides the student with learning opportunities aligned with the following Bethany Lutheran College Institutional Objectives:

1. Recognize that the historic Christian faith professes that God the Holy Trinity is the source of all knowledge and truth, and that His wisdom is most clearly revealed in the life, death, and resurrection of Jesus Christ.

2. Demonstrate intellectual, creative, and problem-solving skills.

3. Demonstrate an understanding of personal and public responsibility.

4. Develop habits of thinking that apply to a fulfilling life of learning.

**Prerequisites and Co-Requisites**

Successful completion of NURS301, NURS310, NURS320, NURS331, NURS340, NURS350, NURS360, NURS370, NURS400, NURS410, NURS420

Concurrent registration in or successful completion of NURS430, NURS450, NURS460

**Textbooks and Course Materials**

***Required***

Nies, M.A. & McEwan, M. (2024). *Community/Public health nursing: Promoting the health of populations*. (8th ed) Elsevier. (ISBN: 978-0-323-79531-9)

Ackley, B.J. & Ladwig, G.B. (2021). *Nursing diagnosis handbook: An evidence-based guide to planning care* (12th ed with revisions.). St. Louis, MO: Mosby/Elsevier. (ISBN: 978-0-323-879880)

Skidmore-Roth, L. (2023). Mosby’s drug guide for nursing students (15th ed.) Elsevier. (ISBN: 978-0-0443105937).

Elsevier. (2023). Elsevier Adaptive Quizzing for Community/Public Health Nursing, 7th edition. Course ID: 167934\_straylor6\_1001

Elsevier. (2022). Elsevier Adaptive Quizzing for Pharmacology (Lilley version, 9th ed)

Course ID: 165739\_straylor6\_1001

Elsevier. (2024). Shadow Health: Community Health-Spring 2024

Course ID: 165717\_straylor6\_5003

**Additional articles and reading material may be provided by the instructor during the term. Any supplemental reading material will be posted electronically within the myBLC course shell.**

**Course Objectives**

|  |  |  |  |
| --- | --- | --- | --- |
| **Upon completion of this course, the learner will:** | **Student Learning Outcome\*** | **CCNE Baccalaureate Essential** | **Assessment Methods** |
| 1. Discuss the historical evolution of community/public health nursing. | 1 | I | In-class discussion, Exam |
| 1. Critique and apply theoretical models of community health and behavior change. | 1 | I | In-class discussion, Exam |
| 1. Identify the roles and functions of the community/public health nurse in traditional and non-traditional health care settings. | 1, 2 | I | Exam  COVID-19 Policy Assignment, EAQ |
| 1. Compare and contrast community resources and health care delivery systems. | 1 | I | Exam, Pre-Class Assignment #1,  EAQs |
| 1. Discuss policy and ethical issues related to community/public health nursing. | 14 | VIII | In-class discussion,  Exam, Pre-Class Assignment #2 |
| 1. Examine global, cultural, socioeconomic, environmental, and educational factors that impact the health and wellness of communities. | 8, 11, 12 | V, VII | Health Resource Guide, In-class discussion, Exam,  EAQs |
| 1. Report relevant, recent research findings related to the health promotion and maintenance of aggregates and communities. | 5, 6 | III | In-class discussion,  Pre-class Assignment #1, Data & Statistics Assignment |
| **Upon completion of the clinical practicum, the learner will:** | **Student Learning Outcome\*** | **CCNE Baccalaureate Essential** | **Assessment Methods** |
| 1. Integrate knowledge and evidence from the liberal arts and sciences to provide safe, quality, evidence-based nursing care to aggregates and communities. | 1, 12 | I, VII | Reflective Clinical Log;  Windshield Survey; |
| 1. Apply the nursing process to facilitate health promotion and disease prevention in the care of aggregates and communities. | 1, 5, 6, 9, 10, 11, 12, 15, 16, 17, 18 | I, III, VI, VII, VIII, IX | Home Health CRP,  Windshield Survey |
| 1. Develop a teaching plan to facilitate health promotion and disease prevention in the care of aggregates and communities. | 11, 12, 17 | VII, IX | Health Teaching Plan |
| 1. Utilize epidemiologic and population level data to develop and/or guide interventions in the management of care to aggregates and communities. | 5, 6, 11, 12 | III, VII | Community Assessment project |
| 1. Provide compassionate, holistic, patient-centered, and culturally congruent nursing care to aggregates and communities. | 16 | IX | Reflective Clinical Logs |
| 1. Collaborate and communicate with other healthcare professionals, individuals, and families to provide safe quality care to aggregates and communities. | 9, 10 | VI | Reflective Clinical Logs;  Community Assessment project; |
| 1. Employ principles of quality improvement to promote change in healthcare systems and enhance safe, quality health care delivery to aggregates and communities. | 4 | II | Community Assessment project |
| 1. Promote factors that create a culture and environment of safety for aggregates and communities. | 9 | VI | Reflective Clinical Logs |
| 1. Evaluate critical thinking and clinical reasoning processes used in nursing care for aggregates and communities. | 6, 16 | III, IX | Reflective Clinical Logs |
| 1. Demonstrate professional standards of behavioral, moral, ethical, and legal conduct when providing nursing care to aggregates and communities. | 13, 14 | VIII | Reflective Clinical Logs; |

*\*See Nursing Program Student Handbook for Student Learning Outcomes linked to CCNE Baccalaureate Essentials*

**Teaching-Learning Activities**

Teaching-learning activities in NURS331 include (a) class seminars, (b) small group work, (c) online learning activities, (d) written assignments, (e) quizzes, and (f) other collaborative learning activities. Please refer to “The Teaching-Learning Process” in the Nursing Program Student Handbook.

**Course Assignments and Grading**

Course assignments, assigned points, and due dates will be reviewed during our first class session. Assignments are designed to facilitate your achievement of the course learning outcomes and ability to demonstrate specific professional standards and competencies.

| **Assignments** | **Related Course Objective(s)** | **Points** | **Due Date** |
| --- | --- | --- | --- |
| Exams   * Exam 1 40 pts * Exam 2 40 pts * Exam 3 40 pts * Final 60 pts | 1-6 | 180 | 1/22/24  2/5/24  2/21/24  3/11/24 |
| Assignments   * Covid/Public Health Policy\* 10 pts * Data/Statistics Review\* 10 pts * Health Resource Guide\* 10 pts * Prep Assignments 2 x 5 pts each = 10 pts * Discussion Prep Assignments 2 X 10= 20 pts * KeithRN Case Studies\* 2 x 10 pts each= 20 pts * Pharm EAQs 3 x 5 pts each= 15 pts * Chapter EAQs 17 x 5 pts each=85 pts | 3-7 | 180 | See Course Calendar |
| Clinical Assignments\* (*All clinical assignments are essential assignments)*   * Reflective Logs 3 x 10 pts each * Waseca PH: Community assessment project 15 pts * School Nurse/Teaching Plan 20 pts * CRP Home care patient 10 pts * ELL reflection assignment 10 pts * Shadow Health DCE 5 x 10 pts each | Clinical:  1-10 | 135 | See Course calendar |
| Professionalism | All | 25 |  |
| **Total Points** |  | 520 |  |
| \* Denotes *essential assignment for this course* |  |  |  |

**Course Schedule & Reading Assignments-** Coursereadings, assignments, and due dates are listed on the course calendar.

**Grading**

A minimum score of 78% overall is required to pass the course. In addition to the overall percentage, you must:

1. Obtain a cumulative score of 78% on all theory exams

2. Obtain a cumulative score of 78% on clinical performance and assignments, lab assignments, and skill tests in courses with clinical, lab, and skill components

3. Satisfactorily complete assigned psychomotor and/or written graded and S/U activities

Grades in NURS courses are determined as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| A 95-100% | B+ 87-90% | C+ 78-80% Passing | D+ 69-71% |
| A- 91-94% | B 84-86% | C 75-77% | D 66-68% |
|  | B- 81-83% | C- 72-74% | D- 63-65%  F 62% and below |

*Refer to the 2023-2024 Nursing Program Student Handbook for complete grading policies.*

**Essential Assignments**

Each nursing course has assignments deemed essential for student demonstration of learning, application of content, safe performance of nursing skills, or achievement of course objectives. Essential assignments may be psychomotor or written assignments and must be satisfactorily completed in order to meet the requirements for passing the course. Unsatisfactory essential assignments must be rewritten or redone one time to earn a satisfactory score. Earned points from the first attempt will be counted towards the course grade. Rewrites must be completed and submitted within 72 hours of instructor feedback on first assignment submission unless the student obtains instructor preapproval for an extension.

**Attendance**

Class attendance is regarded as an essential part of the educational process. The most significant contributors to learning are attendance and active participation in all class sessions. Therefore, attendance will be taken and active participation and engagement in class discussions and learning activities will be noted.

* Students are expected to attend class in person for lecture unless they are following isolation procedures due to COVID exposure.
* Students are required to attend class in person for skills lab, simulation, and clinical.
* Students are expected to take initiative in learning and prepare for all class sessions to participate actively in class discussions and activities. This includes completing assigned readings and preparatory assignments prior to class.
* Students will not be excused to meet the needs of another course, which includes coursework or testing for fulfillment of CNA certification, orientation for employment, or clinical orientation.
* Students may receive a zero for an unexcused exam, quiz, or practicum assignment.
* It is the student’s responsibility to present an excuse to his/her instructor/faculty and request make-up privileges. Unless extenuating circumstances, the absence request MUST be submitted prior to date to receive an excused absence. The instructor/faculty reserves the right to deem the absence excused or unexcused regardless of when the request was received.
* Students who are unable to attend classroom, skills lab, simulation, or clinical due to infectious illness or personal crisis are required to contact the instructor, and, if scheduled for a clinical experience, the clinical area to which the student is assigned. Notification is required to be made no later than one-half hours before the session begins. Failure to attend class sessions results in implantation of the Course Improvement Plan described in the Nursing Program Student Handbook
* Attendance is taken at all testing activities (exams, quizzes, skills tests, HESI exams, simulations). When a student is unable to attend a scheduled testing activity due to a severe illness or personal crisis, the student is required to contact the faculty **prior to** the testing activity to explain the reason for the absence and arrange with the instructor a time to make-up the missed activity. All testing policies as described in the Nursing Program Student Handbook will be followed. **All exams not taken on the original scheduled test date will be given a 5% penalty from the total possible points of the exam.**

**Professionalism**

Students preparing to enter nursing are expected to conduct themselves as professionals in all aspects of their behavior including: time management, respect, preparedness, quality of work, teamwork, and communication. Professionalism applies to the classroom and the clinical setting. All nursing courses include a grading component for professionalism. Students are expected to maintain professional behaviors as identified in the nursing program professionalism assessment rubric. Faculty will review the professionalism assessment rubric and provide feedback to the student at midterm, end of semester, and as needed.

**Quizzes and Exams**

All Testing Policies as described in the 2023-2024 Nursing Program Student Handbook will be followed. Students are responsible for completing quizzes and exams as scheduled.

***Content Exams***

There are three (3) unit exams covering content from preceding weeks’ assignments and course activities, plus one (1) comprehensive final exam at the end of the term. A study outline may be provided at the discretion of the course faculty to help guide a student’s preparation for each exam.

***HESI® Exams***

HESI exams within a specific nursing discipline are designed to provide a student with a broader understanding of his or her own individual areas in need of improvement and guide remediation efforts that are specific to the individual’s specific learning needs. Each student will be awarded 100% of assigned course points for testing in each specialty or exit HESI® exam if a score of 900 or above (80% or higher) is achieved on first attempt of the assigned exam. Students scoring 800-899 on the first attempt of the assigned exam will earn 50% of assigned course points for testing. Student scoring 0-799 on the first attempt of the assigned exam will not earn any assigned course points for testing. Each student needs to complete all assigned remediation activities according to the guidelines created in order to earn any of the assigned remediation points for the specific assignment. Remediation guidelines are explained in the nursing program student handbook.

***Elsevier Adaptive Quizzes (EAQ)***

EAQ mastery levels indicate how well you understand specific topics and clearly reveal which topics you have mastered and which topics you need to study further. Mastery levels are based on the number of questions answered correctly and the assigned difficulty of those questions. When you take a quiz on a new chapter or topic, the mastery level begins at 0. As your progress is recorded, the mastery level increases and the engine begins to generate more difficult questions. EAQ’s three-level system allows easier implementation and more meaningful level definition.

The program recognizes you’re still learning the material when your answers on the quizzes are inconsistent and / or incorrect. You'll continue to receive questions at your current level until you improve. When you answer the questions at a high and consistent level, you'll move up to a higher mastery level and receive more difficult questions. Generally, if you are well-prepared for the quizzes by completing the assigned readings and taking and studying lecture notes, you will level up with fewer questions.

Novice mastery means you are able to recall specific facts and information about a topic. Intermediate mastery means you are able to use specific information to interpret and analyze topics. Proficient mastery means you are able to judge, evaluate and combine information to make decisions about what is best for the patient. Achieving proficient mastery in EAQs is a good indicator that you are well prepared for exams.

There are 17 Elsevier Adaptive Quizzes (EAQs) as a component of the course. Quizzes are graded based on student’s individual level of performance (Intermediate to Proficient). Quizzes are worth up to 5 pts each. Quizzes will be scored based on a sliding scale: Intermediate level = 3 pts, Between Intermediate and Proficient level = 4 pts, and Proficient level = 5 pts. Students must achieve at least Intermediate level to earn any points for the quiz. Quizzes that are not completed by the deadline cannot be made up.

**Exam and Testing Policies**

The nursing program adheres to the Academic Honesty Policies in the current *Bethany Lutheran College Student Handbook* and *Bethany Lutheran College Nursing Program Student Handbook*. Unless otherwise indicated, policies in the nursing program student handbook take precedence over policies in the college student handbook.

***Absent/Late Policy***

Attendance is taken at all testing activities (exams, quizzes, skills tests, HESI exams, simulations). When a student is unable to attend a scheduled testing activity due to a severe illness or personal crisis, the student is required to contact the faculty **prior to** the testing activity to explain the reason for the absence and arrange with the instructor a time to make-up the missed activity. **Failure to notify the instructor of absence or tardiness prior to the testing activity will result in zero (0) points for the testing activity and the student will not have the opportunity to schedule or complete a make-up testing activity.** No extra time is allotted to the student when arriving late to exams. Students cannot make-up missed quizzes and there is no extra time allotted to the student when arriving late to quizzes. When a student misses a scheduled computerized exam, the make-up exam may be administered as a paper/pencil exam per faculty discretion.

***Make-up Exam Policy***

**All exams not taken on the original scheduled test date will be given a 5% penalty from the total possible points of the exam.** Students who have had a recent death in the family, military service, hospitalization, contagious illness, motor vehicle accident, or actively playing in a BLC athletic event may be excused from this 5% penalty policy pending evaluation of documentation. A written request for the 5% waiver and proof of the incident must be provided to the Director of Nursing within seven calendar days of the original exam date. This documentation must include proof of funeral, military service commander order, hospital discharge papers, documentation from the clinic verifying illness, or email from coach confirming presence and actively playing in game.

***Test Day Policies***

* Approximate timing of exams and quizzes is calculated at 1.5 min per question (Example 50 questions x 1.5min = 75 min). Please note that NCLEX-RN® exam allows approximately 1.3 min per questions; therefore, in the final semester of the nursing programs faculty may choose to enforce the 1.3 min per question rule.
* All electronic devices (phones, tablets, laptops, smart watches, etc..) must be turned off and stowed in backpack, purse, bag
* Personal items (hats, gloves, scarves, coats, notebooks, food, gum/candy, etc..) are not allowed within student reach and must be stowed in/with backpack, purse, bag
* All backpacks, purses, bags and personal items must be placed in the front or back of the room out of student reach and sight
* If permitted by faculty, students may have closed container beverages
* Additional rules per faculty may apply and must be adhered to
* No bathroom breaks during tests
* If space allows, students will be asked to sit every other seat
* Calculators will be within the exam or will be provided
* Scratch paper or white board and marker will be provided
* Any disclosure of information related to exam/test/quiz items from one section/student to another will be considered an academic dishonesty behavior for all involved and actions related to academic dishonesty will be implemented
* In situations where a student unintentionally skips a question during a computerized exam, the student will be asked to wait in the testing room until all students finish the exam. The student will review the question and answer options on the faculty computer, write their answer on paper, and initial the paper as submission of the question. Faculty will credit or not credit the point value in the exam as indicated by the student’s written answer.

***Remote Testing Policies***

Students on quarantine or isolation due to COVID-19 exposure or diagnosis are able to take scheduled course exams remotely using the computerized exam software and a remote proctoring service such as Zoom. Remote testing policies have been implemented to ensure academic honesty and exam integrity is maintained.

* Students testing remotely must follow the test day policies outlined in the student handbook.
* The testing area must mimic the ‘in class’ testing environment with a desk or table, chair, and “daylight” quality lighting. Environment must be free of other people and pets. Dress as if in a public setting.
* No personal items or course materials permitted on the desk or table including textbooks, papers, notebooks, cell phones, smart watches, and other computers or tablets.
* Student may have a standard calculator (not cell phone calculator), blank scratch paper, pen/pencil, and regular ear plugs to use during the exam.
* Headsets, ear plug audio devices, and Bluetooth earbuds are prohibited.
* Screenshots of test information are prohibited.
* Do not leave the room during the testing period at any time.
* Students must keep their video camera on and entire head and face visible during the exam.
* Student must show the faculty their surroundings prior to starting the exam to confirm there are no course materials, notes, or personal items accessible to the student during the exam.

***Exam Review***

Students who achieve 78% or less on any theory course exam and less than 90% on nursing dosage calculation exams are expected to meet with course faculty for exam review. Exam review must be completed within 7 days of the posting of exam scores. Students must schedule a time for exam review within 48 hours of posted exam scores. Students who fail to schedule a time for exam review within 48 hours of posted exam scores waive their right to exam review. Students will use the Loma Linda analysis tool to evaluate their exam. Faculty reserve the right to require exam review at any time and to complete a Course Improvement Plan with remediation activities.

Due to the comprehensive nature of final exams, there will be no student reviews of final exams. If a student has a concern about a specific item on a final exam, the student must email the faculty within 24 hours of testing requesting faculty to consider their concern when faculty completes exam analysis. The student must state the specific concern and provide supporting rationale from course materials. Faculty will acknowledge receipt of the student request but will not reply to the student with details regarding the outcome of the request in order to maintain test security. Final exam scores will be posted in MyBLC by 5 pm on the Friday of Finals Week.

***Electronic Software***

During each course, assignments, exams, and quizzes will be required using electronic software. Examples of assignments using electronic software includes, but is not limited to: focused exams, integrated exams, unit exams, NCLEX-RN® readiness exams, adaptive quizzes, content lessons, SimChart®, and remediation activities. Satisfactory completion of all required electronic assignments and exams will contribute to successful progression in the nursing program.

***Computerized Exam Policy***

All nursing program theory exams will be administered using a computerized method. If there are technical issues preventing all students from accessing the computerized exam, the exam may be rescheduled or a paper/pencil exam may be administered. If there are technical issues preventing an individual student from accessing the computerized exam, the student will be required to reschedule a date and time to take the computerized exam. For an individual test taker, the computerized exam must be rescheduled when the technical issue occurs and must be taken within three business days of the original exam date. When a student misses a scheduled computerized exam, the make-up exam may be administered as a paper/pencil exam per faculty discretion.

***Computerized Exam Delivery***

Computerized exams will be delivered online using a remote proctoring service or on campus with a faculty proctor. Nursing faculty and the Director of Nursing reserve the right to decide how exams will be delivered whether the class is delivered in an online or face-to-face format. Students are required to test during scheduled testing times whether remote or on campus. Students are expected to attend on campus testing sessions unless extenuating circumstances (campus closure, COVID exposure) prevent testing on campus.

**Assignments**

Students are responsible for completing all course assignments and learning activities on the scheduled due date. Method of submitting written assignments and when assignments are returned are per faculty discretion. All assignments are due at the beginning of class on the specified time and due date.  All assignments must achieve a satisfactory score (78%) in order for the student to pass the course.If a student is unable to turn in an assignment on the due date, it is the student’s responsibility to contact the instructor or faculty prior to the assignment due date and make arrangements for a mutually agreed upon completion date.  **If the student does make arrangements prior to when the assignment is due, a late penalty of 10% deduction of total possible points on the assignment per calendar day late (includes weekends and holidays) may be applied per faculty discretion.** **If the student does not make arrangements prior to when the assignment is due, a late penalty of 10% deduction of total possible points on the assignment per calendar day late (includes weekends and holidays) will be applied up to seven (7) days. After seven (7) days late, the student must complete the assignment but will earn zero (0) points on the assignment.**

***Evaluation of Written Assignments***

Students are expected to utilize the American Psychological Association (APA) 7th edition style when submitting typed written work. APA style is extensively acknowledged for scientific writing in psychology, nursing, and education. Students can find information regarding this format/style through the college library web site: <http://www.blc.edu/cite-your-sources>. The Publication Manual of the American Psychological Association (7th ed) is located in the reference section of the campus library and in the Ada Stokes Writing Center. Failure of the student to utilize the APA style will result in loss of points on written assignments. It is expected that the student’s written work will have correct spelling, grammar, and punctuation. Failure of the student to have correct spelling, grammar, and punctuation will result in a loss of points on written assignments.

***Turnitin***

Turnitin is an originality checking and plagiarism prevention service that checks student writing for citation mistakes or inappropriate copying. When a student paper is submitted, Turnitin compares it to text in its database of student work, websites, books, articles, etc. and provides a similarity report to help students identify possible instances of plagiarism. At the discretion of faculty, students may be required to submit written assignments to Turnitin and submit the similarity report to faculty.

***Pharmacology Integration***

Pharmacological and Parenteral Therapies comprises 15% (ranges 12-18% depending on individual exam) on the NCLEX-RN® exam. In order to enhance student knowledge and understanding of pharmacological and parenteral therapies, learning and remediation activities focused on pharmacology are integrated in multiple nursing courses. Students are required to meet specific benchmarks in select nursing courses to demonstrate proficiency in pharmacology content. Course faculty will identify specific pharmacology content and activities for the individual course within the course syllabus and calendar. Students will earn points for the activities only when the established benchmark is met before the completion of the course. For example, a student will not earn points if the benchmark is set at intermediate level and student is at novice level at the end of the course.

***Course Assignments***

Course Assignments are designed to broaden the student’s understanding of health issues that impact an individual or family unit, community and global populations. See Course Calendar for specific assignments and points.

* ***Elsevier Adaptive Quiz Assignments--***Elsevier Adaptive Quizzes (EAQ) are assigned to assess understanding of content and support individual student learning needs. See Course Calendar for EAQ Assignments. Students are responsible for completing quizzes as scheduled. Students must have the quiz completed on the due date and time and meet the set benchmark in order to receive points.
* ***Pre-Class Assignment*s--**Pre-class assignments require the student to prepare for a specific class discussion through a written assignment. The written assignments are preparatory assignment for class activities and must be completed prior to class in order to receive points. If the written preclass assignments are not completed prior to class the student will earn a zero grade for the assignment.
* ***Health Resource Guide Development--***After choosing a specific community population, students will develop a resource guide intended to provide information on community resources that are available to persons living within a family or community setting.
* ***Covid-19/Public Health Policy assignment-***-In this assignment the students will be given the opportunity to explore and apply concepts of public health as they relate to the Covid-19 pandemic.
* ***Data and Statistics Assignment--***The students are given the opportunity to apply concepts of epidemiology through exploration of various websites containing health data.

***Shadow Health***

Shadow Health provides digital clinical experiences (DCE) to improve your assessment skills and application of nursing process to patient care in a safe learning environment. The student will communicate directly with digital patients within a clinical context. This unique simulation allows the student to conduct in-depth patient exams and interviews at his or her own pace, as well as develop skills in selecting appropriate nursing interventions for a prioritized problem. Because the Shadow Health assignments provide an in-depth experience of integrating therapeutic communication and patient education with assessment and psychomotor nursing skills, each assignment should take more than one hour to complete thoroughly. Please allow enough time to complete these simulations without interruptions.

Grading of Shadow Health assignments for each course is based on student’s individual level of performance (Developing to Proficient). The first assignment in each course will have flexible turn-in and an interview guide to reintroduce students to Shadow Health. Subsequent assignments will not have an interview guide, but the student is encouraged to use outside resources as needed. Students should put forth best effort to achieve a DCE score of 80% or higher on the first attempt. Students may repeat Shadow Health DCE modules more than once; however, would be required to start again from the beginning of each module with each attempt. Students must achieve at least Developing level to earn any points for the assignment. Assignments are worth up to 10 points each and will be scored based on a sliding scale of the DCE score as noted below. For modules that are repeated to achieve a score of 80% or higher, the DCE scores of all attempts will be averaged to obtain the corresponding points earned.

If a Shadow Health assignment is designated as clinical hours, an 80% or higher DCE score must be earned within the assignment to indicate satisfactory completion of the corresponding clinical hours. The student would be required to repeat the module if the score on the first attempt does not reflect satisfactory completion.

|  |  |
| --- | --- |
| DCE Score | Points Earned |
| 95-100% | 10 |
| 90-94% | 9 |
| 85-89% | 8 |
| 80-84% | 7 |
| 75-79% | 6 |
| 70-74% | 5 |
| 65-69% | 4 |
| 60-64% | 3 |
| 55-59% | 2 |
| 50-54% | 1 |
| 0-49% | 0 |

**Cell Phone and Laptop/Tablet Use**

Students must act appropriately and professionally regarding use of cell phones and laptops or tablets.  Students must respect peers and faculty while in class by adhering to the following guidelines:

1. Turn cell phone to vibrate or off. Mute laptop or tablet.
2. Use of cell phones and laptops or tablets is permitted exclusively for educational purposes.
3. Students may use laptops or tablets to take notes while in class.
4. Students must not audio, video, or transcription record class lectures or activities without advance permission of faculty. Students must ask faculty daily at the beginning of class if recording is permitted for the class session. If recording is permitted, student must use the recording for their own learning and must not distribute audio, video, or transcription recordings to other individuals, electronic communication, or social media.
5. Students may use cell phones, laptops, or tablets to research information pertinent to class activities with faculty permission.
6. Students must refrain from using cell phone, laptop, or tablet for personal text messaging, checking personal email, having personal conversations, or any activities not related to educational activities.
7. Students must adhere to the academic integrity policy.
8. Students must adhere to the HIPAA regulations for all forms of verbal, written, electronic communication, and social media.
9. Faculty reserves the right to use alternate or additional guidelines for students regarding cell phone and laptop/tablet use while in class.
10. Faculty reserves the right to confiscate phone, laptop, or tablet or dismiss student from the remainder of class if a student does not follow these policies.

**Clinical Practicum**

All students must be in good health and free from communicable diseases and be able to carry out the functions of a professional nurse. Students must maintain current immunizations, CPR certification, and other requirements as outlined in the Student Admission and Progression Requirements section. Students are responsible for their own transportation to and from clinical experiences and classes.

Students are required to adhere to the HIPAA regulations. This includes all forms of verbal, written, and electronic communication, including social networking sites (e.g. Facebook).

The clinical experiences in NURS440 provide the student with learning opportunities in specialty areas of home care, county populations, community settings and school nursing. The student’s actions may involve basic screening and data collection, health teaching, and assisting with low-risk, non-invasive nursing care such as height/weight, vital signs, and basic activities of daily living where the student has previously demonstrated competency. It is expected that the student demonstrates self-direction by actively seeking and participating in learning experiences offered at the clinical site.

**Attendance at Clinical Experiences**

NURS 440 includes assigned and independent learning experiences as part of the clinical experience. It is expected that students understand that they are representing the Bethany Lutheran College Nursing Program and that they conduct themselves according to the nursing program handbook guidelines for student conduct and safe practice at all times.

Students are required to attend all clinical activities including on-campus and off-campus orientations and pre-clinical preparation. Clinical experiences, on-campus and off-campus orientations, and pre-clinical preparations are only excused for illness or severe crisis situations. The student will be expected to make-up missed clinical by assignments determined in each course and additional fees may be charged to their account for missed clinical. Students are expected to attend clinical experiences when assigned by the instructor.

Students are expected to arrive on time to their clinical experiences. The clinical faculty will establish the clinical start and end time, while adhering to required clinical hours for that course. Each clinical faculty has the right to designate a clinical start and end time that may differ for each clinical experience and from clinical faculty within the course. If the student is going to arrive late (beginning 15 minutes beyond the designated start time) for their clinical experience due to an unforeseen emergency, it is expected that the student will notify their clinical faculty and/or designated facility member of an expected arrival time.

***Clinical Assignments***

Clinical assignments are written assignments and follow the grading and submission policies for written assignments.

* ***ShadowHealth-*** Please note scoring information above. Within this course, completion of the following five modules is included within the calculation of clinical hours: Welcome to Shadowville, Community Assessment (includes windshield survey), Community Care Plan, HIV with contact tracing, and Home Health Visit.
* ***School Nurse/Teaching Plan-*** This assignment is designed to provide the student with the opportunity to plan, develop and implement an educative/supportive health teaching session in a school setting.
* ***Clinical Reflective Logs***- The student is required to complete a reflective log describing the activities that the student participated in and subsequent learning at the end of each selected clinical day. The log will be assigned per clinical activity.
* ***Clinical Reasoning Paper –*** This assignment will be completed as part of the Home careclinical experience. This assignment demonstrates necessary critical thinking and application of nursing process in the community setting.
* ***Waseca County Community Assessment project –*** Using Waseca County’s community assessment data, the student will implement one of the community strategies through a project designed to meet an identified community health promotion need.
* ***English Language Learner reflection –*** Students will self-evaluate the transcript of an assigned virtual simulation module and reflect on potential cultural and language barriers that would need to be considered in providing nursing care for a client who is an immigrant and has English as a second language.

The instructor reserves the right to change the clinical experience/assignments as opportunities present themselves throughout the course.

**Cell Phone Policy in Clinical**

Students must act appropriately and professionally on each clinical practicum rotation regarding use of cell phones. Students must respect peers, faculty, staff, and patients on the clinical unit and/or facility by adhering to the following guidelines:

1. Turn cell phone to vibrate or off.
2. Refrain from using cell phone for personal text messaging, checking personal email, having personal conversations, or any activities not related to patient care while on the unit and while engaged in patient care and educational activities.
3. Use of cell phones is permitted exclusively for educational purposes or relevant patient care. This includes texting clinical faculty when needing assistance or researching information about patient medications or diagnoses.
4. Ask permission of faculty, staff, and/or patients if the student may use the cell phone for researching information.
5. Adhere to the HIPAA regulations for all forms of verbal, written, and electronic communication. Do not use the cell phone camera at the clinical site.

Use of cell phones while on clinical units varies by clinical site. Faculty and students are expected to follow specific clinical site policies. It is at the discretion of the clinical faculty to use alternate or additional guidelines for students. **Laptops and tablets are not permitted during clinical prep, clinical, or clinical conference.**

**Academic Integrity**

**Please refer to the “Academic Integrity Policy” in the College Academic Catalog and 2023-2024 Nursing Program Student Handbook.**

Students assume the responsibility to fulfill their academic obligations in a fair and honest manner. An individual’s academic conduct may be seen as a reflection of ethical standards and professionalism. Ethical and professional behaviors expected of nursing students while in the nursing program mirror expectations of graduates and practicing nurses. Examples of academic dishonesty include, but are not limited to: cheating, plagiarism, multiple submission, false citation, false data, collusion, withholding.

**Accommodations**

The Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) require that “no qualified person shall, solely by reason of disability, be denied access to, be excluded from participation in, or the benefits of services, programs or activities or subjected to discrimination under any program or activity receiving federal assistance.” Bethany Lutheran College is committed to providing access and reasonable accommodations for students with disabilities. Students with a disability must work with the Academic Resource Center Coordinator to request accommodations. Reasonable accommodations are determined after consultation with the student and a thorough review of the student's required documentation. Implementation of accommodations requires both the student and the Academic Resource Center Coordinator to take an active role in collaborating with faculty and staff across campus. The student is responsible for making timely notice to faculty and following established procedures for any accommodations. Students may receive access to services such as peer note takers, copies of teacher’s notes, audio textbooks, or extended time for tests. If you have a disability, or feel you are in need of accommodations, please contact Kristi Ringen in the Academic Resource Center (kringen@blc.edu, 507-344-7730).

**Course Communication**

College email is the official form of communication. Additionally, course faculty frequently post course information and updates in MyBLC. Please check your BLC e-mail and MyBLC daily for messages and updates related to the course. In the event of severe weather on a planned class day or learning event, monitor e-mail and MyBLC closely for alternative assignments or plans. Grades will be posted in the online gradebook on the MyBLC course site.

**Additional policies related to this course are found in the 2023-2024 Nursing Program Student Handbook.**

**Faculty reserves the right to modify, amend, or change the syllabus as the curriculum and/or program require(s).**