

University of Texas at El Paso School of Nursing

SEMESTER: Spring 2019

COURSE TITLE: Nursing 4511 – Population Focused Care

COURSE DESCRIPTION: This course is intended to introduce students to nursing care of patients, families, aggregates, and communities. Principles and practices of community health are discussed. Emphasis is placed on assessing factors that influence the health of populations and the use of evidence-based practices in the delivery of spiritually and culturally appropriate health promotion and disease prevention interventions. The role of the nurse as advocate for social justice is explored.

COURSE OVERVIEW: This course is designed as a culminating community health experience. The student will synthesize and analyze previous learning to address needs of aggregates within the community. Critical thinking is an expectation in the course.

COURSE PRE-REQUISITES: Successful completion of all program requirements up to and including 7th semester courses.

CREDIT ALLOCATION: Total Credit/Contact Hours: 5.00 (3-2-0)

FACULTY INFORMATION: Course Manager: Carla Ellis, MSN, RN
Office: HSSN 347
Office Hours: Tuesdays, 1:30p-5:30p and by appointment
until Feb 23, then by appointment only.
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Co Manager: Jacob Martinez, PhD (c), RN
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REQUIRED TEXTBOOKS:

American Psychological Association Manual (2009). *Publication manual of the American Psychological Association (6th edition)*. Washington, DC: American Psychological Association

Maurer, F. A. & Smith, C. M. (2013). *Community/public health nursing practice (5th edition)*. St Louis, MO: Elsevier/Saunders.

RECOMMENDED TEXTBOOKS:

Hinckle, J. L. & Cheever, K. H. (2014). *Brunner & Suddarth's Textbook of Medical-Surgical Nursing*, Philadelphia, PA: Wolters Kluwer/Lippincott Williams & Watkins. **Or** any edition that you have from your 6th semester med/surg course.

All other textbooks from your previous classes.

COURSE OBJECTIVES:

1. Analyze the role and the responsibilities of the baccalaureate prepared nurse in promoting the health of patients, families, aggregates, and populations.
2. Synthesize knowledge of physiological, psychological, sociopolitical and spiritual influences in assessing and planning care for aggregates within communities.
3. Use healthcare information systems and patient care technology in the provision of preventive care and communicate relevant patient information with members of the inter-professional healthcare team.
4. Apply decision-making skills and clinical judgment in the provision of patient care during disaster, mass casualty, and other emergency situations.
5. Analyze outcomes of the delivery of care for patients, aggregates, and populations to determine allocation of resources and drive policy development.
6. Integrate behavioral change theories in the delivery of health promotion and disease prevention interventions to patients, families, aggregates, and populations.
7. Discuss determinants of health including: the role of social, cultural, economic and environmental factors across various groups, communities, and populations.
8. Develop an intervention plan in collaboration with members of the healthcare team that takes into account determinants of health, availability of resources, diversity, personal values, and activities directed towards health promotion, disease and injury prevention, disability, and premature death.
9. Examine the efficiency, cost-effectiveness, and equity of clinical prevention and population-focused interventions and value the impact on health indicators outlined in Healthy People 2020 goals.
10. Define the health of vulnerable populations, the elimination of health disparities, and the promotion of social justice.
11. Incorporate evidence based practice strategies in the provision of care including: health teaching, screening, outreach, disease and outbreak investigation, referral, and follow-up, across various groups, communities, and populations.
12. Explain basic epidemiological concepts including: risk, natural history of disease, levels of prevention, epidemiological triangle, the web of causation, and public health surveillance.

CLINICAL OBJECTIVES

1. Use the nursing process as a framework for providing nursing care
 - A. Perform a comprehensive assessment of a community.
 - B. Contribute to the development of an intervention plan based on data collected during the community assessment.
 - C. Select cultural and age-appropriate interventions for the target group, community, or population.
 - D. Implement nursing care that is safe and based on the established intervention plan.
 - E. Use clinical judgment when providing care to a group, community, or population and participating in the evaluation of expected outcomes.

2. Promote continuity of health care within the health care team and across various settings
 - A. Participate as a member of the community-based interprofessional health care team.
 - B. Communicate patient-related information to members of the community-based interprofessional health care team.
 - C. Plan and Provide health-related education to groups, communities, and populations.
 - D. Use information technology to document patient information and communicate with members of the community-based interprofessional health care team.

3. Use scientific principles and evidence-based practice as a foundation for nursing practice
 - A. Apply knowledge of pathophysiology, pharmacology, and nutrition when providing health-related education and care to groups, communities, and populations.
 - B. Use appropriate resources when determining best established practice for health-related education and care to groups, communities, and populations.
 - C. Use scientific evidence as a basis for nursing practice.

4. Provide high-quality nursing care in an environment that is safe for the patient, self, and others
 - A. Use communication techniques that facilitate the development of a therapeutic, caring nurse-patient relationship.
 - B. Intervene for the group, community, or population when health care or health related issues arise.
 - C. Identify issues that affect quality of care and participate in activities that promote improvements in quality or access.
 - D. Identify actual and potential environmental safety risks while providing a safe environment for the patient, self, and others.
 - E. Use leadership skills to enhance efficient delivery of care to groups, communities, and populations.

5. Practice nursing in a professional, ethical, and legal manner
 - A. Provide nursing in accordance with professional standards.

- B. Provide nursing in a professional, ethical, and legal manner/ Practice nursing in an ethical manner.
 - C. Provide nursing in a professional, ethical, and legal manner/ Practice nursing within established legal parameters.
 - D. Demonstrate nursing in a professional, ethical, and legal manner/ Accept accountability and responsibility for care provided to groups, communities, and populations.
6. Use communication that promotes an effective exchange of information.
- A. Model responsibility for effective exchange of information with groups, communities, and populations.
 - B. Identify barriers to effective communication and make appropriate changes in communication.
 - C. Use standardized hand-off communication tools when transferring care responsibilities to other members of the health care team.
 - D. Communicate effectively with the community-based health care team and reports issues that indicate conflict is impacting patient care.

PROGRAM LEARNING OUTCOMES, BSN ESSENTIALS, DEC:

UTEP SON PLOs (Level 3 Program Outcomes) & QSEN Competencies *: Patient-Centered Care*, Teamwork & Collaboration*, Evidence Based Practice*, Quality Improvement*, Safety*, Informatics*, Professionalism, Leadership, Communication, Systems-Based Practice, Health Promotion & Education

BSN Essentials (AACN): Essential I, II, III, IV, V, VI, VII, VIII, IX

Differentiated Essential Competencies (DECs) for Baccalaureate Degree (BSN) *version year 2010

- Member of the Profession A, B, C, D
- Provider of Patient-Centered Care A, B, C, D, E, F, G, H
- Patient Safety Advocate, A, B, C, D, E, F
- Member of the Health Care Team A, B, C, D, E, F, G

TEACHING METHODOLOGIES:

Team based learning, case studies, Field experience, Group work, Class Assignments, Simulation, Preceptored clinical.

GRADING POLICY AND STRUCTURE

- A. **Students must pass both theory and clinical to pass the course. Achieving less than 75% in the didactic portion of the course or failing to pass clinical results in course failure.** There is no rounding of grades and fractional points will be dropped. Extra credit is not permitted.
- B. All written assignments must be submitted but grades on these assignments will be factored into the overall course grade only if the student has achieved a minimum of 75% in the didactic portion of the course.
- C. Clinical performance is evaluated on a *Pass/Fail basis***

- Pass = 1)** Successful demonstration of competency in course designated simulated scenarios **AND**
- 2) Demonstrating competency in *every* area of clinical performance in direct patient care **AND**
 - 3) Successful completion of all required clinical paperwork.
- Fail = 1)** Non-achievement of competency in course designated simulated scenarios **OR**
- 2) Non-achievement of competency expectations in any one or more areas of direct patient care clinical performance **OR**
 - 3) Any serious infraction involving professionalism and/or safety related issues for assigned patients.

*****Students are required to take and pass the Dosage Calculation exam at a 90% level PRIOR to participating in clinical experiences.*** (See statement under Clinical Policies).

GRADING SCALE:

Grading Breakdown:

Didactic: (85%)	
Exams (2) Individual	8% each = 16%
Exams (2) Group	6.5% each = 13%
Final Exam (individual)	16%
ATI Proctored Assessment	10%
ATI practice assessments (A and B) and quizzes (RN learning systems-practice and final)	5%
Vulnerable Population Quiz (individual)	4%
Grp Health Fair Project (includes 3 Grp DB Posts and presentation)	13%
Group member evaluation	8%
Clinical (15%)	
Clinical Critical Analysis Paper (individual)	10%
Clinical Reflection	<u>5%</u>
Total:	100%

Dosage Calculation **Pass at 90%**
(Three attempt maximum prior to clinical placement)

Clinical Performance
(Competency in care setting AND in simulation) **Pass/Fail**

Grading scale:	90-100 = A
	80– 89 = B
	75 –79 = C
	60 –74 = D
	< 60 = F

REQUIRED Non-Graded Clinical Assignments:

Dosage Calculation exam: See below

Health Fair participation is mandatory (if one is assigned), will count toward clinical hours and is pass/fail.

Community Scenario Day and prep work.

Passport packet with information on your site (clinical prep-work) is required for continued work in clinical sites. Due date is as stated on calendar.

COURSE POLICIES

MyLearning Reflection: A guided course reflection is required in this course. This reflection assignment will be a mandatory assignment in all Traditional Pre-Licensure and RN-BSN courses. The assignment will be due at the end of the course. Students who do not submit a completed document will receive an Incomplete in the course and not be allowed to progress until the assignment is completed.

Academic Regulations: Review in UT El Paso Undergraduate Student Catalog and the **School of Nursing Student Handbook** the following policies: *Religious Observance, Clinical Compliance, Ethical and Responsible Use of Social Media, Policy on Academic Integrity, Professional Attire and Uniform Guidance, Progression Policy, and Effective Nursing Practice Policy, Statement on Disability, and Student Injury.*

ATI: It is a course requirement for all students to take the nationally standardized exam provided by Assessment Technologies Incorporated (ATI). Students not achieving a passing standard will be required to remediate and to submit documentation of this remediation in accordance with Course Manager's protocol. Students will receive an 'Incomplete' in the course until/unless this remediation is accomplished. See the School of Nursing Student Handbook for the ATI Policy and Procedures.

Attendance: Students are expected to attend all classes and to arrive on time. Late comers are asked to enter quietly and unobtrusively. Students are responsible for content and/or announcements presented in class or clinical sessions whether present or not.

Blackboard: Students are required to subscribe to and access the course Blackboard site. Blackboard is the main source of communication between faculty and students. Students are encouraged to access this site on a daily basis. Course syllabus, calendar, topical outline of scheduled lectures, assigned readings, and clinical assignment criteria are posted on this site. Grades will be made available ONLY through this site.

Communication: **You must check your email at least once daily.** Communication is the responsibility of both students and faculty. The faculty will keep students informed of progress in both theory and clinical.

Students with questions or concerns should:

-First go to the appropriate faculty member.

-If not resolved, then follow the appropriate chain of command in the sequence as identified below:

Course manager

Director of Undergraduate Education

Assistant Dean for Undergraduate Education

School of Nursing Dean

Grievances: Challenges to grades may be pursued only on the basis of malice, bias, arbitrary or capricious grade determination or impermissible discrimination. In no event shall a challenge be pursued only on the basis of the standards employed in setting grades, so long as those standards are employed impartially. Grievances **MUST** be in **WRITING** and filed through the faculty member, the SON Assistant Dean for Undergraduate Education and the Dean of the SON. If the student is not satisfied with the outcome after using the chain of command, the student may consult with and/or file a challenge with the Chairperson of the University Student Welfare and Grievance Committee.

Policy on Scholastic Dishonesty:

- Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the School of Nursing and/or university. Scholastic dishonesty includes but is not limited to reproducing test or quiz materials from memory, copy/paste or Xerox, cheating, plagiarism, collusion, the submission for credit or any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts. Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22.
- Since scholastic dishonesty harms the individual, all students, and the integrity of the School of Nursing and the university, policies on scholastic dishonesty will be strictly enforced. See detailed procedure in the Handbook of Operating Procedures (HOP) available in the Office of the Dean of Students.

Policy relating to Disability / Pregnancy/ CASS:

- **Disability:** Nursing is a physically and mentally challenging profession. Nurses are required to think critically and quickly in order to respond to patient care needs. Nurses are also expected to be able to assist patients in transfer, ambulation and in activities of daily living. In order to do this, nurses must be able to lift, bend and be on their feet for extended periods of time. Nursing students are expected to be able to perform these functions. It is therefore the responsibility of the student to inform the course manager of any limitations they may have in completing course expectations. Nursing students with limitations in any of the above abilities are advised to discuss these matters with The Center for Accommodations and Support Services (CASS) to determine if reasonable accommodations could be provided. Written guidelines r/t accommodations from CASS must be submitted to the course manager PRIOR to the start of the course. If you have a disability and need classroom accommodations, please contact CASS at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass. *CASS' Staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.*
- **Pregnancy:** It is the responsibility of the student to inform the instructor of pregnancy limitations. Written guidelines r/t accommodations from The Center for Accommodations and Support Services (CASS) must be submitted to the course manager PRIOR to the start of the course.

Professional Behavior:

- Students are expected to behave professionally *at all times* with faculty, peers, preceptors, and clients **and** in any setting in which the student is a representative of UTEP. Bullying, verbal abuse, insubordination, or personal attacks will not be tolerated in any form. Any behavior deemed inappropriate by faculty and/or preceptors will result in faculty conference(s), and completion of a Student Opting for Success (SOS) plan that addresses the student's areas of needed improvement. Possible activities available to assist the student in attaining the SOS objectives include stress and/or anger management counseling sessions. Inappropriate behaviors may result in removal from the clinical setting and/or an administrative withdrawal from the course and/or dismissal from the program.
- The following addresses expectation of infection control, safety, and hygiene applying to classroom and clinical practice settings. Students are expected to be mindful of personal hygiene and cleanliness of clothing and personal baggage. Aseptic techniques should be used when coughing, sneezing, and disposing of personal tissues. Students and faculty must be careful to create an image of cleanliness and health, avoiding personal body odors and excessive use of perfumed chemicals. Hair should be clean and neatly kept, skin should be clean and intact. Open wounds with drainage/swelling/ or lacerations should be cleansed/bandaged for the classroom setting; however, a physician note is needed to be allowed into the skills practice lab or into a clinical rotation in the nursing program.

Retention: Students Opting for Success (SOS): When a student is not progressing in the course as expected, or is not successful on an examination, or is not meeting clinical expectations, they will be required to meet with the instructor to discuss strategies for success as outline on the SOS form. The SOS plan will identify recommendations for improving the student’s success potential and will specify time lines for completion of these recommendations. The SOS form (with all recommendations completed and all signatures in place) must be submitted to the course manager by due date. *Students who are not successful in the course should be aware that non-compliance with SOS recommendations jeopardizes eligibility for the opportunity to repeat the course in the subsequent semester.* See respective Blackboard home page for SOS form.

UTEP Tobacco Policy: The University of Texas at El Paso (UTEP) appreciates your cooperation as we are a smoke and tobacco-free campus. The policy is part of the university’s promotion of respect toward our environment and community. The use of tobacco products (including but not limited to cigarettes, cigars, pipes, water pipes, bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco or all other tobacco products) is prohibited in university buildings, grounds, sidewalks, walkways, and university-owned property and applies to all students, faculty, staff, contractors, and visitors. For more information, visit: www.tobaccofree.utep.edu.

DIDACTIC POLICIES:

- **ATI Grading and Remediation for this course:** The exam counts towards the final grade as follows:

Below Level 1	Level 1	Level 2	Level 3
64 Points	70 Points	88 Points	100 Points

- Students failing to achieve a passing score (level 2) **must** complete the ATI remediation activities as follows:

Benchmark	Focused Review	Practice Assessments	Learning System RN	Review Material
Below Level 1	At <u>least</u> 4 hours	<u>none</u>	<u>none</u>	
Level 1	At <u>least</u> 3 hours	<u>none</u>	<u>none</u>	

- **Due date: Saturday December 8, 2018**

Exams:

All exams must be taken at the scheduled time or within 24 hours **PRIOR** to scheduled time. Make-up exams are rarely given and are only given at the discretion of the instructor and **when the student has notified the instructor in advance of the**

scheduled exam.

Written Assignments:

Must be submitted and **must meet passing criteria (75%)**. Written assignment grades will be factored into the overall course grade only *if* the student has achieved a minimum of 75% in the didactic portion of the course. **Ten (10) points will be deducted from graded assignments for each twenty-four (24) hour period it is late.**

CLINICAL POLICIES

NEWS Study Option: Students opting to participate in the NEWS study will have the option to complete a reflection (5%) either for the clinical portion or for the NEWS Study. Participation will not influence class standing or grades. Participation for the NEWS study is optional and the student may choose to complete the clinical reflection at any point. The effort, time allocation, and objectives for the assignment and participation in the study are comparable. **Reflections** of either the clinical portion or the NEWS study **will open up during the last week of the course** to complete 5% of the course grade. Please see the calendar for due date.

Attendance:

- **Punctual attendance for all clinical activities is required and tardiness and/or absenteeism will not be tolerated.** The days and times for clinical experiences are clearly posted on the class/clinical schedule and students are expected to be where assigned and to be on time.
- If a student anticipates absence or tardiness for any clinical experience, the clinical instructor or Course Manager must be notified prior to the absence or tardiness and this will only be tolerated for a single occurrence. Makeup for one incidence of tardiness and/or clinical absence will be at the faculty's discretion if there are extenuating circumstances. In case of illness, a release from a health care provider will be required to return to clinical with documentation that is signed and on an official letterhead.
- Students who are tardy and/or absent from any clinical experience will receive a formal verbal and written counseling relating to this lack of professionalism. A second occurrence of tardiness and/or absence from clinical activities will result in failure of clinical, and thus, failure of the course.
- Required clinical experiences include hospital orientation, clinical orientation, computer orientation as required by the agency, lab demonstrations, practice sessions, simulation hospital days, pre/post conferences and direct patient care.

Clinical Clearance: Before clinical orientation, students are required to have clinical clearances that are valid through the end of the semester. Health clearances should be verified through the Student Health Services. CPR, insurance, background checks, drug screening and city-wide orientation clearances should be verified by the Compliance Office. Students will not be eligible for clinical participation until all clearances are verified.

Clinical Preparation: Any student who is not adequately prepared for clinical will not be allowed to care for patients if doing so would violate the departmental safe nursing practice policy (see SON Handbook for the Safe and Effective Nursing Practice Policy). Daily preparation is a major component on the clinical evaluation.

Dosage Calculation Exams: Students are required to take and pass the dosage calculation test given in this course. The test must be passed at 90% PRIOR to the start of clinical. If the test is not passed at 90%, students will have the opportunity to remediate and retest before the clinical rotations start. Students unable to pass the medication administration and calculation test after three attempts will be required to drop the course based on ineligibility for clinical participation

HIPAA: HIPAA (Health Insurance Portability and Accountability Act of 1996) is a mandatory federal law that protects patient health information. In keeping with HIPAA guidelines, nursing students **shall not**, under any circumstance; photocopy, fax, or remove from the agency premises, any component of the patient's medical record. Failure to comply with HIPAA policies **will** result in disciplinary action that may include course failure and/or dismissal from the nursing program. In addition, legal action may be taken against the student.

Simulation: Satisfactory achievement of simulation and course related objectives is required to achieve a passing clinical grade in this course. Facilitators are available in the Simulation Lab for additional help as needed.

.Revised February 2015, August 2015, January 2015, May 2016, January 2017, January 2018 ce

Please sign the statement below and return to Course Manager on or before February 6.

I have read the course syllabus for N- 4511 and understand my obligations to adhere to the policies described. Additionally, in keeping with best practice strategies for teaching and learning, I agree to being videotaped in the simulation lab.

Student Signature

Printed name

Date