COURSE NUMBER: NUR 433

COURSE TITLE: GLOBAL HEALTH CARE PRACTICUM

PREREQUISITES: NUR 303, NUR 313, NUR 323, NUR 333, NUR 343, NUR 363, NUR 413, NUR 423

IDEA ESSENTIAL ITEMS: Acquiring skills in working with others as a member of a team.

Learning to analyze and critically evaluate ideas, arguments, and points of view.

IDEA IMPORTANT ITEMS: Learning to Apply Course Material (to improve thinking, problem solving, and decisions).

Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Developing skill in expressing myself orally or in writing.

I. TOPICAL OUTLINE

1. Objective: Integrate teaching and learning principles into community health nursing practicum.
   A. Teaching project to meet identified needs of aggregate audience
   B. Measurable behavioral objectives that match content and evaluation strategies
   C. Use of appropriate content and language level for aggregate
   D. Use appropriate visual techniques
   E. Use appropriate evaluation strategies
   F. Cultural considerations
   G. Consideration of contextual factors (time constraints, dynamics of setting)
   H. Research and selection of appropriate information sources
   I. Reflective self-evaluation

2. Objective: Incorporate community and global health principles and concepts into professional nursing practice.
   A. Awareness of policies in practicum agency setting
   B. Community health nursing roles
   C. Indicate autonomy and accountability of professional practicum experience
   D. Skill in assessing, planning, implementing, and evaluating nursing care for
members of diverse aggregates
E. Evaluate practicum experience in terms of self-learning objectives
F. Gain experience in interdisciplinary approaches in community settings
G. Integration of community health concepts for aggregate populations
H. Appraisal of the influence of systems, trends on nurse’s practice
I. Compare observed community health nursing roles with those identified in the literature

3. **Objective: Synthesize elements of community assessment and development, program learning experiences, and educational transitions to address a culminating senior-level capstone experience.**
   A. Use a variety of informational sources and strategies to collect pertinent and relevant community assessment data
      (1) General description, population characteristics, environmental characteristics, health status indicators, definitional indicators of a community (dimensions, characteristics)
      (2) Systems of influence such as geographic, political, economic, cultural
      (3) Aggregate populations
      (4) Observations, photos, interviews, media, databanks, etc.
   B. Analyze data using concepts of community health, public health, epidemiology, community development
   C. Determine community health needs/issues and assets
      (1) Community-at-large
      (2) Aggregates
   D. Develop needs-based community diagnoses
      (1) Analyze data to inform and support diagnosis decisions
      (2) Use Healthy People 2020 social determinants framework
   E. Develop community development plan
      (1) Use Health Planning Model
      (2) Identify stakeholders
      (3) Determine interventions based on assessment findings, identified needs/assets, community health concepts
      (4) Identify level of prevention for interventions
      (5) Identify evaluation methods to address planned interventions
   F. Examine connected learning concepts
      (1) Global health care courses
      (2) Culture of global health perspectives
   G. Examine cumulative learning concepts
      (1) Integrative learning throughout RN-BSN program of study
      (2) Analysis of transition from basic to BSN-level of nursing education
      (3) Perspectives about BSN-level professional practice
      (4) Perspectives via art form about future global health nursing or plan for lifelong learning

4. **Objective: Evidence critical thinking skills in class discussion, written work, online assignments, and oral/visual/voice-enhanced presentations.**
   A. Community health terminology in communications
B. Synthesis of community health concepts, practicum, and teaching experiences into discussions, projects, and papers
C. Utilization of appropriate informational resources

II. METHODOLOGY

A. Teaching Method Options

Readings, lecture, multimedia, discussion board, group activities

B. Evaluation Methods

Rubrics and grading criteria are provided for all assignments. Please read the rubrics and grading criteria before completing the assignments. Following the assignment criteria will optimize your efforts toward successful course completion.

Community Learning Experience and Logs (Objectives 1, 2, 4) 30%

Students will identify a local community agency with which the student can collaborate for a community learning experience (CLE). The student will seek opportunities to focus on a variety of community health concepts and community health nursing roles. The student must complete a cumulative total of at least thirty-five (35) hours of community learning. The student will complete a minimum of twenty (20) hours of experience at a faculty-approved community setting during five weekly learning experiences of 4 hours each. The student will complete a minimum of fifteen (15) additional hours while doing course-related activities such as logs, teaching project, and community assessment. The student will document information and experiences in weekly logs. Faculty will provide further instructions. The course faculty member may contact the designated CLE site, to inquire on the student’s experience.

Teaching Project (Objectives 1, 2, 4) 25%

***This assignment is used for outcomes assessment and cannot be altered. Use of rubric required for grading. Faculty must complete established outcomes assessment process.***

The student identifies a health education need or request to teach a small group at the practicum site or in the student’s local community. The student should use teaching/learning principles to plan and to implement the project. The student must review and prepare the teaching project with the faculty prior to implementing it. Faculty will provide further instructions.

Senior Capstone Project (Objectives 1, 2, 3, 4) 40%

***This assignment is used for outcomes assessment and cannot be altered. Use of rubric required for grading. Faculty must complete established outcomes assessment process.***

The purpose of this assignment is to involve students in an individualized scholarly senior-level capstone experience. The capstone will demonstrate application of community/global health care concepts, connected learning experiences throughout the global health care courses, and cumulative learning experiences and outcomes during each student’s RN-BSN program of study.
The capstone expects students to produce a scholarly capstone product that uses higher level Bloom’s taxonomy behaviors (analyze, evaluate, synthesize, judge, evidence, and create). Faculty will provide further instructions.

Student Participation  (Objective 4)  5%

Faculty evaluates the student’s participation in course activities, communication with faculty and classmates, interactions with community learning experience setting, and timely submission of course materials.

Please Note: A minimum grade of C- is required to pass this course.

* The instructor reserves the right to change or add assignments as needed

IV. COURSE POLICIES:

College of Health Professions Attendance Policy: Because class sessions are highly interactive, any student’s absence diminishes the quality of learning for everyone.

Students are expected to attend all in-class sessions and to log on and participate in all online sessions as the course format requires. Failure to do so may be considered an unexcused absence. Be apprised that faculty have the ability to monitor your access to Blackboard sessions. Please note that your weekly attendance is electronically tracked and is a criterion for your final course grade. Communication with your course faculty is essential.

College of Health Professions Response Time Policy:

Faculty will generally respond to all student communication within 24-48 hours unless a weekend or holiday. Please refer to your course faculty’s specific availability as noted within the course.

Online Learning Considerations:

Online learning courses are offered in a seven week format which is designed to move the motivated student through the nursing curriculum at an accelerated pace. A significant amount of the student learning is done via independent assignments and requires the use of the Internet and the Blackboard course learning management system. Resources for Online Students, including Blackboard Technical Support, can be accessed at: http://www.wilmu.edu/onlinelearning/dl_current.aspx

Community Learning Experience Attendance Policy:

Failure to meet community learning experience hour requirements (minimum of 20 hours at community setting) may result in a grade of incomplete or a course failure.

The following situations will result in the reduction of the final course grade by one full letter grade:
Failure to notify faculty AND community learning setting contact person of inability to attend community learning experience day.

- A change in scheduled community learning experience day without prior approval from the faculty and alternative date confirmed with community learning setting contact person.

Failure to meet *cumulative* total of at least 35 community learning hours (minimum of 20 hours at community setting and minimum of 15 additional hours of community learning that includes course-related activities such as logs, teaching project, and community assessment) may result in a grade of incomplete or course failure.

Rev 0715

[Top of the Document]