

NS 161

Population Health Nursing: Foundations: Theory Online

Fall 2022 Syllabus
Dawn Fichter
Undergraduate Nursing Program

Notice of Non-Discrimination

Clarkson College complies with all applicable federal, state and local laws relating to discrimination and does not discriminate on the basis of race, color, religion, ancestry, sexual orientation, physical or mental disability, age, national origin, ethnicity, sex, veteran's status or marital status in the administration of its educational programs and policies, financial aid, activities or other school administered programs. Questions regarding Title IX may be referred to the Title IX Coordinator or to the Office of Civil Rights (OCR). The Director of Research and Compliance, Dr. Andrea Walker, serves as the Title IX Coordinator and is located on the sixth floor of the main Clarkson College building. The Title IX Coordinator can be contacted at 402.552.2277, 1.800.647.5500 or at titleixcoordinator@clarksoncollege.edu. The Office of Civil Rights can be contacted at the US Department of Education, Office of Civil Rights, Lyndon Baines Johnson Department of Education Bldg., 400 Maryland Avenue, SW, Washington D.C., 20202-1100; the phone number is 1.800.421.3481, and the email address is OCR@ed.gov. Questions regarding other types of discrimination should be directed to the Vice President of Operations and Student Affairs, Jina Paul at pauljina@clarksoncollege.edu. Questions regarding accommodations for student disabilities should be directed to the Director of Research and Compliance, Dr. Andrea Walker, at accommodations@clarksoncollege.edu.

Clarkson College
101 South 42 St. Omaha, NE 68131-2739 **PH** 402 552 3100 **TF** 800 647 5500 ClarksonCollege.edu

Instructor Contact Information

Mrs. Dawn Fichter

fichterdawn@clarksoncollege.edu

PH 402 552 3373 **TF** 800 647 5500, ext. 23373 **FX** 402 552 3266

OFFICE LOCATION Clarkson Commons & Education Center, first floor

OFFICE HOURS office visits by appointment

Course Description

The student will be introduced to the broad concepts of public health practice including its historic development, principles and core functions, and collaborative teamwork of public health agencies. Theoretical and practical perspectives illustrating the social determinants of health will be explored. This course is designed as the first of three continuation nursing courses in the exploration of population health.

Semester Hours: 1.0

Placement in Curriculum

1st Level -- This course is designed as the first of three continuation nursing courses in the exploration of population health nursing.

Prerequisites/Corequisites

Prerequisites: BI 211 and CH 110

Required Texts

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.) Washington, D.C.

Stanhope, M. and Lancaster, J. (2020). *Public Health Nursing: Population-Centered Health Care in the Community*. (10th ed.). Elsevier

Other Text

Giddens, J. F. (2020). *Concepts for Nursing Practice* (3rd ed.). Elsevier

Assessment Technologies Institute (ATI). (2019). *RN Community Health Nursing* (8th ed.). Assessment Technologies Institute, LLC. (ATI eBook)

Course Competencies

KSA's are the abilities and characteristics based on the QSEN concepts which are necessary to continuously improve the quality and safety of the healthcare systems.

(K=Knowledge S=Skills A=Attitudes)

At the completion of NS161, the student will:

1. Define population-based care (K)
2. Discuss the role of public health nursing in diverse practice settings (K)
3. Describe the influence of cultural competence and vulnerability in creating a culture of safety (K)
4. Identify principles and core functions of public health (K)
5. Identify the ten essential services of public health (K)
6. Recognize the social determinants of health (K)
7. Discuss the effects of poverty on the health and well-being of families, individuals, and the community (K)
8. Describe professional caring behaviors of the public health nurse (K&A)
9. Identify the significance of therapeutic communication in establishing caring relationships (K&A)
10. Apply national health initiatives or benchmarks to population-based public health nursing practice (K)
11. Discuss current issues and trends in population-based public health nursing (K)

Teaching Responsibilities

It is the faculty's responsibility to provide a structure and framework for learning and to give guidance and direction to all learning experiences. Faculty are responsible to offer additional instruction to students requesting clarification or additional assistance. Faculty will return communication within two business days (with the exception of holidays and faculty breaks) and course material will be graded within one week, unless otherwise stated. Each student is responsible for his/her own learning and is encouraged to meet with faculty. Using a variety of strategies, the course faculty aim to facilitate the student's learning through activities that are directed to meet the course objectives.

Student Responsibilities for Learning

1. Students should read the entire syllabus and be familiar with all course requirements.
2. Students are responsible for their own learning.
3. Students are expected to come to class or clinical prepared.
4. Required assignments must be completed to the student's best ability and turned in on time.
5. Students are expected to be aware of their own progress and ask for additional clarification or assistance in a timely manner, as needed.
6. While the preferred method of communication between the student and instructor is via the Clarkson College email, each individual instructor will define their preference. It is the student's responsibility to ask the faculty if there are any questions regarding communication in the course.
7. Active involvement in activities, assignments, and discussions in the classroom or via the classroom online platform is expected.
8. Students are expected to contact course faculty if they experience difficulties with course content or accessing information.
9. This is a content rich course; therefore, good reading comprehension, listening, note taking, active and respectful participation by all members of the class are expected, whether the course is online or on campus. The abilities to focus and manage time are imperative to be successful in this course.
10. Students are expected to follow all College and Program specific policies.
11. Students are encouraged to meet with faculty when test/course grade is less than 80%.
12. Professionalism is expected at all times in the classroom.
13. Students are expected to keep assignments for their 4th year portfolio.
14. It is expected that all students will attend and be prepared to actively participate in class activities.
15. If a student is repeating the course, it is expected that all assignments will contain new information. No

material that was submitted previously may be re-submitted; if this occurs, “0” points will be awarded for that assignment.

Professionalism & Communication

Clarkson College requires students to demonstrate characteristics relating to professionalism, including but not limited to, interprofessional skills, communication skills, appearance, use of constructive feedback, and responsibility. These characteristics are not explicitly part of a profession’s core knowledge and technical skills but are nevertheless required for success. Please remember to always communicate with College faculty, staff and administration in a timely manner through Clarkson College email accounts or phone numbers.

[Professional Expectations for all Programs](#)

Attendance

Students are responsible for attending all scheduled classes and clinical/practicum experiences. If a student misses a class or clinical/practicum experience, the student assumes responsibility for this action and will be subject to stipulations of policy.

Absences are considered either excused or unexcused. The student is responsible for notifying the theory and/or clinical faculty and the clinical agency when she/he is unable to attend a scheduled class or clinical assignment. The only exception will be when no students attend due to weather or other emergency, or as directed by faculty.

Theory Absences

Excused Absences

- Excused absences are those absences due to illness, personal crisis or College sponsored special events (i.e., NSSNA, workshops, college functions) where the student has contacted the course faculty prior to class start time.
- For an excused absence related to a College sponsored special event, the student must receive approval from the course faculty. If approved, arrangements will be made to make up missed course work.
- In the event of a crisis in which the student is unable to notify the course faculty in advance, the course coordinator or program director, as appropriate, will review the situation. An excused absence will be determined at that time and arrangements made for course work.
- A student who misses a theory course examination is responsible for notifying the course faculty prior to the scheduled exam time. Refer to individual course testing policy per syllabus.

Unexcused Absences

- An unexcused absence is any absence in which the student has not made contact, made prior arrangement, or has not been approved by the course faculty.
- If a student is absent from an examination or fails to turn in a graded assignment, make-up work may be offered at the discretion of the course faculty. At the course faculty’s discretion, it may be possible for the student to take a missed examination at a date to be set by the course faculty.
- Unexcused absences from an examination or failure to turn in a graded assignment may result in a grade of zero. Refer to individual course testing policy per syllabus.

Online Campus

Clarkson College will maintain an online presence. All courses will be accessed through the Clarkson College website under **Resources For > Online Campus > Canvas**. Tech support for courses offered in Canvas will be available 24/7 via the Help icon on Canvas.

The Student Success Guide has information on computer hardware and software, textbook ordering information, student email information, as well as a list of Clarkson College contacts. For additional information regarding the Online Campus, contact the Center for Teaching Excellence via email at cte@clarksoncollege.edu or by calling 402.552.2216 or 800.647.5500, ext. 22216.

Netiquette Guidelines

To carry out its mission, the College expects students to use the internet, the learning management system (LMS), and email in a professional manner. Activities that may be acceptable on your private account at home may not be acceptable when using your Clarkson College-authorized services. It is our right to require your ethical use of these electronic tools, and your duty to follow both netiquette and the policies governing their use. The purpose of Netiquette guidelines is to help clarify standards and acceptable etiquette for all electronic communication between the faculty and the student and/or student to student throughout the duration of the course. Please review albion.com/netiquette/corerules.html (link to an external site) for Netiquette guidelines.

SSG 101: Student Success Guide

The Clarkson College Student Success Guide prepares you to begin your college career and teaches you skills to assist you during your academic journey. This course is a great reference tool and will be available to you as long as you are enrolled at Clarkson College. You may return to it as often as needed.

You will be able to view this course prior to the first day of the term on your Canvas dashboard. However, your other courses will not be available until the semester officially starts. If SSG 101 does not show on your Canvas Dashboard, click **Courses > All Courses** on the left global navigation menu in Canvas and look for it on the list of courses available to you. From there, you can click the star icon to hide/unhide it from your Canvas dashboard.



Testing

Using LockDown Browser and Webcam for Online Testing

If this course requires the use of LockDown Browser and a webcam for online testing. The webcam can be built into your computer or can be the type that plugs in with a USB cable. Watch this [short video](#) to get a basic understanding of LockDown Browser and the webcam feature. A student [Quick Start Guide](#) is also available. Next, download and install LockDown Browser from this link:

<https://download.respondus.com/lockdown/download.php?id=959950603>

Using LockDown Browser for Testing

If this course requires the use of LockDown Browser for testing. Watch this [short video](#) to get a basic understanding of LockDown Browser. A student [Quick Start Guide](#) is also available. Next, download and install LockDown Browser from this link:

<https://download.respondus.com/lockdown/download.php?id=959950603>

ELL Extended Testing Time Resource

English language learner (ELL) students are a diverse group of students whose primary language is not English. As ELL students continue to learn the English language, we recognize that translation during testing can pose a barrier. Therefore, if you are an ELL student, Clarkson College offers extended time to take your quizzes and exams in several courses. ELL students who enroll in this resource will receive extra time for each quiz and examination; 1st year=2X, 2nd year=1.5X, 3rd year=1.25X, 4th year=0X. Enrolling in this resource will have no negative repercussions for any student. Please speak with the course instructor to enroll in this resource.

If the extended testing time overlaps with scheduled in-class activities, it is the student’s responsibility to arrange alternate testing times with their instructor. albion.com/netiquette/corerules.html (link to an external site) for Netiquette guidelines.

Course Calendar

Course Calendar available on Canvas

Evaluation Methods

Evaluation methods used in this course include:

Final Exam	100 pts
Quizzes	120 pts
<u>Assignments/Discussions</u>	<u>200 pts</u>
Total	420 pts

Grading Scale

A+	100% – 98%	B+	92% – 89%	C+	84% – 82%	D	79% – 76%
A	97% – 93%	B	88% – 85%	C	81% – 80%	F	≤ 75%

The final theory course grade consists of a letter grade. Students must complete course work with a grade of 80% or above in order to successfully complete theory course. An earned 80% test score average in addition to an overall earned course average of 80% is required of all students in order to pass a theory nursing class. If a student does not pass on either the test average or the overall average, only the grade that reflects the failing grade will be posted and turned in to the Registrar.

Percentage grades will not be rounded (i.e., a 79.98% will not be rounded to an 80%).

Course/Program Policies

Program Policies

An ATI is not required for NS 161

Course Policies

Attendance and Participation

Students are expected to attend all classes in which they are enrolled. Weekly online attendance is expected for this course. It is expected that all students be prepared to actively participate in online course activities. Because absences from class can seriously hamper student's learning, students are to notify the course faculty if unable to be present in the online course. Regular or repeated absence from the online course can result in failure. Professional behavior is expected at all times.

Assignments

The assignment due dates are listed on the course calendar. Late submission of assignments will result in a 5% deduction in grade per day; no assignment will be accepted after 7 days past the due date.

Quizzes and Examinations

All quizzes and examinations are proctored and must be taken at the Clarkson College Testing Center or with LockDown Browser and Respondus Monitor. The testing dates are listed on the course calendar. All students are expected to take exams as scheduled. Missed quizzes and exams will result in a grade of zero. Only emergency situations will justify rescheduling an exam. The quiz/exam must be taken within one week of the original test date. Faculty reserve the right to give an alternate exam and deduct 10% per day from the quiz/exam grade. Quizzes/exams cannot be retaken. Only 100 level nursing courses may give partial credit for select all that apply questions on quizzes and exams. Subsequent nursing courses will not give partial credit on select all that apply questions in preparation for the NCLEX-RN exam. Your lowest quiz grade will be dropped after all quizzes have been taken and statistical analysis has been completed. The test average include quizzes and exams. Percentage grades will not be rounded. See the syllabus for more details.

**Quizzes and exams can be reviewed with the instructor up to one week after the initial testing date by contacting the instructor and making an appointment.

NS 161 Introduction to Population-Based Public Health Nursing

FOCUS 1

Professionalism

Introduction to Population-Based Public Health Nursing Define population-based practice
Principles and Core Functions of Public Health

COMPETENCIES

1. Define population-based practice
2. Identify the population as client
3. Identify the mission of and core functions of public health and the essential public health services

Textbook Reading:

Stanhope and Lancaster: Chapter 1

FOCUS 2

Professionalism

Public Health Nursing
Evidence Based Practice
National Health Initiative

COMPETENCIES

1. Explore the focus and role of public health nurses
2. Explore issues and challenges common to Public Health Nursing practice settings
3. Define the levels of prevention
4. Explain the goals and focus areas for Healthy People

Textbook Reading:

Stanhope and Lancaster: Chapter 1, 2, 41, 42, 43, 44, 45
Giddens: Concept 42

FOCUS 3

Client Centered-Care

Social Determinants of Health
Levels of Prevention
Evidence Based Practice
National Health Initiative

COMPETENCIES

1. Apply the levels of prevention to diverse populations
2. Recognize determinants of health
3. Discuss the interaction of social health determinants on the health of diverse populations
4. Relate the leading health indicators of Healthy People to population health

Textbook Reading:

Stanhope and Lancaster: Chapter 18

FOCUS 4

Caring
Client-Centered Care
 Culture
 Communication
Safety

COMPETENCIES

1. Describe the fundamentals of caring as they apply to the health of the populations
2. Identify effective communication patterns which promote healthy relationships within populations.
3. Describe cultural competence to meet the healthcare needs of individuals, communities, and populations.
4. Discuss health literacy and the impact on individuals, communities, and culturally diverse populations.
5. Identify factors which create a culture of safety
6. Define ethical principles and the relationship to ethical decision making in population health

Textbook Reading:

Stanhope and Lancaster: Chapter 7 & 8
Giddens: Concepts 4, 43, & 45

FOCUS 5

Professionalism
Teamwork & Collaboration
 Interprofessional roles
Safety
Informatics
Client-Centered Care

COMPETENCIES

1. Discuss current issues and trends in Population-Based Public Health Nursing
2. Recognize interprofessional roles and collaboration in providing a culture of safety in population-based public health
3. Describe population groups that might be considered vulnerable
4. Discuss the effects of poverty on the health and well-being of families, individuals, and the community.
5. Identify factors contributing to vulnerability and the nurse's role

Textbook Reading:

Stanhope and Lancaster: Chapter 31 & Chapter 33 pages 735-742

Clarkson College Policies

Clarkson College reserves the right to change or modify the course delivery if the need arises due to federal, state, local and/or campus emergencies or national pandemics.

Academic Integrity

Clarkson College views academic integrity as a reflection of a student's personal integrity. Therefore, all students are required and expected to maintain the highest standards of academic integrity in the preparation of all work and examinations. Students found in violation of the Academic Integrity policy (SW-25) are subject to disciplinary action. Students can obtain more information about the Academic Integrity policy in the Clarkson College [Academic Catalog and Handbook, and website](#).

Accommodations

Clarkson College is committed to equal access to educational opportunities to otherwise qualified students with disabilities (Policy SW-2). Eligibility must be established before services can be provided, and accommodations are not retroactive. Students are encouraged to register with the Accommodations office as early as possible. Students can obtain more information about disability services and requirements by referring to the [Accommodations webpage](#), by sending an inquiry accommodations@clarksoncollege.edu or by calling 402.552.2277 or 800.647.5500, ext. 2277.

Clinical Education Compliance & Health & Safety Requirements

In compliance with regulatory bodies, it is the student's responsibility to meet and obtain clinical documentation and standards for health and safety requirements. These requirements are set by the individual program of study, including any General Education courses. All health and safety requirements are to be maintained by the student in their CastleBranch (myCB) account. Any other clinical documentation referred to as onboarding will be completed as directed by the clinical agency. Failure to achieve or maintain compliance by the designated due/renewal date(s) may result in a Code of Conduct (SW-18) violation. Any questions related to health and safety should be directed to the Clinical Compliance office at compliance@clarksoncollege.edu or by calling 402.552.6206 or 402.552.6285.

Adding & Withdrawal from a Course

A course may be added through the first five days of instruction in a semester or prior to the second class meeting in a short term. This also applies to transferring from one section of a course to another section. After the designated time, the approvals of the instructor and the Program Director of the course are required. A course may be withdrawn (Policy AA-3) and a refund granted if it is accomplished according to the tuition refund schedule. It is the student's responsibility to initiate a Change of Registration form. Contact your advisor for changes to your schedule, and your advisor will submit the completed form to the Registrar's office for processing. Clarkson College will not be responsible for completed forms given to faculty or staff for submission.

NOTE: Only Student Financial Services may authorize reimbursement of fees or tuition. Directors, faculty or staff are not authorized to approve reimbursement.

LENGTH OF COURSE

15-week course	On or before the 8th week of the course
12-week course	On or before the 7th week of the course
7.5-week course	On or before the 3 rd week of the course
6-week course	On or before the 3rd week of the course

Courses may not be withdrawn during the final week of the semester period.

Attendance & Non-Attendance

Students are expected to attend all classes in which they are enrolled and follow the attendance policies of individual programs as specified in the course syllabus. Faculty will report, within two business days of the last class missed, the names of students who have two or more consecutive unexcused, three or more excused absences or a combination of three or more excused and unexcused absences during the semester to the [Registrar \(Policy AA-63\)](#). The non-attendance form will also be filed with Financial Aid and the Program Director.

Mission

Preparing students to professionally provide high quality, ethical and compassionate health care services.

Values

Learning

The lifelong process of education through both structured and unstructured experiences.

Caring

An empowering relationship through an attitude of empathy, compassion and respect for those with whom we interact, serve and lead.

Commitment

Dedication and accountability to the shared mission of Clarkson College.

Integrity

Adherence to moral and ethical standards in personal, professional and organizational actions.

Excellence

A level of performance in which all individuals strive for extraordinary quality.



Prepare to be the **best.**



NS 361

Population Health Nursing: Community Based Care

Fall 2022 Syllabus
Jennifer Renken, MSN, RN
Undergraduate Nursing Program

Notice of Non-Discrimination

Clarkson College complies with all applicable federal, state and local laws relating to discrimination and does not discriminate on the basis of race, color, religion, ancestry, sexual orientation, physical or mental disability, age, national origin, ethnicity, sex, veteran's status or marital status in the administration of its educational programs and policies, financial aid, activities or other school administered programs. Questions regarding Title IX may be referred to the Title IX Coordinator or to the Office of Civil Rights (OCR). The Director of Research and Compliance, Dr. Andrea Walker, serves as the Title IX Coordinator and is located on the sixth floor of the main Clarkson College building. The Title IX Coordinator can be contacted at 402.552.2277, 1.800.647.5500 or at titleixcoordinator@clarksoncollege.edu. The Office of Civil Rights can be contacted at the US Department of Education, Office of Civil Rights, Lyndon Baines Johnson Department of Education Bldg., 400 Maryland Avenue, SW, Washington D.C., 20202-1100; the phone number is 1.800.421.3481, and the email address is OCR@ed.gov. Questions regarding other types of discrimination should be directed to the Vice President of Operations and Student Affairs, Jina Paul at pauljina@clarksoncollege.edu. Questions regarding accommodations for student disabilities should be directed to the Director of Research and Compliance, Dr. Andrea Walker, at accommodations@clarksoncollege.edu.

Clarkson College
101 South 42 St. Omaha, NE 68131-2739 **PH** 402 552 3100 **TF** 800 647 5500 ClarksonCollege.edu

Instructor Contact Information

Jennifer Renken MSN, RN

renkenjennifer@clarksoncollege.edu

PH 402 552 6181 **TF** 800 647 5500, ext. 26181 **FX** 402 552 3266

OFFICE LOCATION Clarkson Commons & Education Center, first floor, #1033

OFFICE HOURS By appointment

Course Description

This course will focus on addressing community health issues and the assessment of care needs for individuals, communities, and populations. The student will synthesize knowledge to address population health-related behaviors to promote health and foster health prevention and health maintenance. The student will analyze the role of the nurse in teamwork, leadership and collaboration while assessing quality improvement measures that support evidence-based practice. **This course emphasizes student engagement using a required service experience.**

Semester Hours: 1.0

Placement in Curriculum

Third Level- This course is designed as the second of three continuation nursing courses in the exploration of population health nursing.

Prerequisites/Corequisites

Prerequisites: All 100 and 200 level nursing courses

Co-requisites: NS 362

Required Texts

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Stanhope, M., & Lancaster J. (2016). *Public Health Nursing Population-Centered Health Care in the Community*. (10th ed). Publisher Elsevier Location Maryland Heights, MI.

***See calendar. Students are expected to complete required readings along with listening to or reading the lecture.

Additional Texts

Giddens, J. F. (2020). *Concepts for Nursing Practice* (3rd ed.). Elsevier

Assessment Technologies Institute (ATI). (2019). *RN Community Health Nursing* (8th ed.). Assessment Technologies Institute, LLC. (ATI eBook)

Course Competencies

KSA's are the abilities and characteristics based on the QSEN concepts which are necessary to continuously improve the quality and safety of the healthcare systems.

(K=Knowledge S=Skills A=Attitudes)

At the completion of NS 361 the student will:

1. Demonstrate population health as a focus of client centered care. (K)
2. Apply caring and professional behaviors within the role of the Population Health Nurse in home health and hospice settings. (K)
3. Analyze quality improvement factors which support the use of informatics, safety, and quality care related to population health. (K and A)
4. Apply results of a holistic assessment to plan and implement appropriate, safe care to individuals, groups, communities, and populations in diverse practice settings. (K)
5. Apply the significance of therapeutic communication in group development and program planning. (K and A)
6. Explain the role of the population health nurse in the group process. (K and A)
7. Design, plan, and implementation of a population health program supported with evidence-based practice. (K)
8. Analyze the care needs of individuals, groups, communities, and/or populations through teaching and advocacy. (K)
9. Examine current issues and trends in population-based nursing (K).

This is a designated Service-Learning course. The student will complete a Service-Learning Program Project in the clinical application course. The Service-Learning Project is a significant population-based health related program strengthening communities through education and expression to enrich the learning and teaching of civic responsibility to strengthen communities. Participation in a Service-Learning Project meets the needs of individuals, groups, communities, and populations in diverse practice settings, developing practical skills, critical thinking, self-esteem, and a sense of civic responsibility lasting a lifetime. The Service-Learning Project is designed, planned, implemented, and evaluated by a student or student group to address population health related behaviors.

Teaching Responsibilities

It is the faculty's responsibility to provide a structure and framework for learning and to give guidance and direction to all learning experiences. Faculty are responsible to offer additional instruction to students requesting clarification or additional assistance. Faculty will return communication within two business days (with the exception of holidays and faculty breaks) and course material will be graded within one week, unless otherwise stated. Each student is responsible for his/her own learning and is encouraged to meet with faculty. Using a variety of strategies, the course faculty aim to facilitate the student's learning through activities that are directed to meet the course objectives.

Student Responsibilities for Learning

1. Students should read the entire syllabus and be familiar with all course requirements.
2. Students are responsible for their own learning.
3. Students are expected to come to class or clinical prepared.
4. Required assignments must be completed to the student's best ability and turned in on time.
5. Students are expected to be aware of their own progress and ask for additional clarification or assistance in a timely manner, as needed.
6. While the preferred method of communication between the student and instructor is via the Clarkson College email, each individual instructor will define their preference. It is the student's responsibility to ask the faculty if there are any questions regarding communication in the course.
7. Active involvement in activities, assignments, and discussions in the classroom or via the classroom online platform is expected.

8. Students are expected to contact course faculty if they experience difficulties with course content or accessing information.
9. This is a content rich course; therefore, good reading comprehension, listening, note taking, active and respectful participation by all members of the class is expected, whether the course is online or on campus. The abilities to focus and manage time are imperative to be successful in this course.
10. Students are expected to follow all College and Program specific policies.
11. Students are encouraged to meet with faculty when test/course grade is less than 80%.
12. Professionalism is expected at all times in the classroom.
13. Students are expected to keep assignments for their 4th year portfolio.
14. It is expected that all students will attend and be prepared to actively participate in class activities.
15. If a student is repeating the course, it is expected that all assignments will contain new information. No material that was submitted previously may be re-submitted; if this occurs, "0" points will be awarded for that assignment.

Professionalism & Communication

Clarkson College requires students to demonstrate characteristics relating to professionalism, including but not limited to, interprofessional skills, communication skills, appearance, use of constructive feedback, and responsibility. These characteristics are not explicitly part of a profession's core knowledge and technical skills but are nevertheless required for success. Please remember to always communicate with College faculty, staff and administration in a timely manner through Clarkson College email accounts or phone numbers.

[Professional Expectations for all Programs](#)

Attendance

Students are responsible for attending all scheduled classes and clinical/practicum experiences. If a student misses a class or clinical/practicum experience, the student assumes responsibility for this action and will be subject to stipulations of policy.

Absences are considered either excused or unexcused. The student is responsible for notifying the theory and/or clinical faculty and the clinical agency when she/he is unable to attend a scheduled class or clinical assignment. The only exception will be when no students attend due to weather or other emergency, or as directed by faculty.

Theory Absences

Excused Absences

- Excused absences are those absences due to illness, personal crisis or College sponsored special events (i.e., NSSNA, workshops, college functions) where the student has contacted the course faculty prior to class start time.
- For an excused absence related to a college sponsored special event, the student must receive approval from the course faculty. If approved, arrangements will be made to make up missed course work.
- In the event of a crisis in which the student is unable to notify the course faculty in advance, the course coordinator or program director, as appropriate, will review the situation. An excused absence will be determined at that time and arrangements made for course work.
- A student who misses a theory course examination is responsible for notifying the course faculty prior to the scheduled exam time. Refer to individual course testing policy per syllabus.

Unexcused Absences

- An unexcused absence is any absence in which the student has not made contact, made prior arrangement, or has not been approved by the course faculty.

- If a student is absent from an examination or fails to turn in a graded assignment, make-up work may be offered at the discretion of the course faculty. At the course faculty's discretion, it may be possible for the student to take a missed examination at a date to be set by the course faculty.
- Unexcused absences from an examination or failure to turn in a graded assignment may result in a grade of zero. Refer to individual course testing policy per syllabus.

Online Campus

Clarkson College will maintain an online presence. All courses will be accessed through the Clarkson College website under **Resources For > Online Campus > Canvas**. Tech support for courses offered in Canvas will be available 24/7 via the Help icon on Canvas.

The Student Success Guide has information on computer hardware and software, textbook ordering information, student email information, as well as a list of Clarkson College contacts. For additional information regarding the Online Campus, contact the Center for Teaching Excellence via email at cte@clarksoncollege.edu or by calling 402.552.2216 or 800.647.5500, ext. 22216.

Netiquette Guidelines

To carry out its mission, the College expects students to use the internet, the learning management system (LMS), and email in a professional manner. Activities that may be acceptable on your private account at home may not be acceptable when using your Clarkson College-authorized services. It is our right to require your ethical use of these electronic tools, and your duty to follow both netiquette and the policies governing their use. The purpose of Netiquette guidelines is to help clarify standards and acceptable etiquette for all electronic communication between the faculty and the student and/or student to student throughout the duration of the course. Please review albion.com/netiquette/corerules.html (link to an external site) for Netiquette guidelines.

SSG 101: Student Success Guide

The Clarkson College Student Success Guide prepares you to begin your college career and teaches you skills to assist you during your academic journey. This course is a great reference tool and will be available to you as long as you are enrolled at Clarkson College. You may return to it as often as needed.

You will be able to view this course prior to the first day of the term on your Canvas dashboard. However, your other courses will not be available until the semester officially starts. If SSG 101 does not show on your Canvas Dashboard, click **Courses > All Courses** on the left global navigation menu in Canvas and look for it on the list of courses available to you. From there, you can click the star icon to hide/unhide it from your Canvas dashboard.



Testing

Using LockDown Browser and Webcam for Online Testing

If this course requires the use of LockDown Browser and a webcam for online testing. The webcam can be built into your computer or can be the type that plugs in with a USB cable. Watch this [short video](#) to get a basic understanding of LockDown Browser and the webcam feature. A student [Quick Start Guide](#) is also available. Next, download and install LockDown Browser from this link:

<https://download.respondus.com/lockdown/download.php?id=959950603>

Using LockDown Browser for Testing

If this course requires the use of LockDown Browser for testing. Watch this [short video](#) to get a basic understanding of LockDown Browser. A student [Quick Start Guide](#) is also available. Next, download and install LockDown Browser from this link:

<https://download.respondus.com/lockdown/download.php?id=959950603>

ELL Extended Testing Time Resource

English language learner (ELL) students are a diverse group of students whose primary language is not English. As ELL students continue to learn the English language, we recognize that translation during testing can pose a barrier. Therefore, if you are an ELL student, Clarkson College offers extended time to take your quizzes and exams in several courses. ELL students who enroll in this resource will receive extra time for each quiz and examination; 1st year=2X, 2nd year=1.5X, 3rd year=1.25X, 4th year=0X. Enrolling in this resource will have no negative repercussions for any student. Please speak with the course instructor to enroll in this resource.

If the extended testing time overlaps with scheduled in-class activities, it is the student's responsibility to arrange alternate testing times with their instructor.

Course Calendar

Course Calendar available on Canvas

Evaluation Methods

Evaluation methods used in this course include:

Final Exam	100 points
Quizzes	120 points
Assignments/Discussions	130 points
Service-Learning Project.....	250 points
Total	600 points

Grading Scale

A+	100% – 98%	B+	92% – 89%	C+	84% – 82%	D	79% – 76%
A	97% – 93%	B	88% – 85%	C	81% – 80%	F	≤ 75%

The final theory course grade consists of a letter grade. Students must complete course work with a grade of 80% or above in order to successfully complete theory course. An earned 80% test score average in addition to an overall earned course average of 80% is required of all students in order to pass a theory nursing class. If a student does not pass on either the test average or the overall average, only the grade that reflects the failing grade will be posted and turned in to the Registrar.

Percentage grades will not be rounded (i.e., a 79.98% will not be rounded to an 80%).

Course/Program Policies

Program Policies

An ATI is not required for NS 361

Course Policies

Designated Service Course – IPE approval for Service activity

As a designated service course, the service experience/project for this class is pre-approved for IPE requirements. To earn credit, please complete the IPE Service Reflection located in Module 5 within your IPE 301 course shell. IPE reflections must be submitted within 90 days of service completion; late reflections will not be accepted. For questions on IPE, please email: ipeservice@clarksoncollege.edu.

Test Proctor

If you are a local student, the Testing Center is your proctor, by default. The [Testing Center](#) web page provides detailed information including appointment scheduling instructions and hours of operation. If you live outside the Omaha vicinity or would like to designate a different proctor for any other reason, please submit the [Off-Site Test Proctor Request form](#) preferably by the first week of the semester. Instructions on choosing a proctor are located in the [Online Education Manual](#), page 5.

Class Format

Class information for this online course runs from Monday through the following Sunday at Midnight, with the exception of threaded discussions, **please see calendar due dates for initial and reply posting due dates.**

Assignments

The assignment due dates are listed on the course calendar. Late submission will result in a 5% deduction in grade per day, no assignment will be accepted after 7 days past the due date.

Discussions

Discussion assignments must be submitted by the due date in the course calendar. No late assignments will be accepted. Consideration of late assignment acceptance may be considered by the instructor and will result in an automatic 10% decrease in the overall grade.

Quizzes and Final Examination

All students are expected to take quizzes and the final exam as scheduled per the course calendar. Quizzes and the final exam can be taken in the testing center or online using Lockdown Browser+Webcam.

Failure to take the quiz by the due date will result in a zero for that quiz. Only crisis (as identified by the course faculty) will justify postponement of a quiz with a 10% point deduction possible.

The final examination dates are listed in the course calendar. No changes in the examination schedule will be allowed. Only crisis (as identified by the course faculty) will justify postponement of a final exam. Prior notice will be required if the student cannot take the exam. A final exam cannot be retaken. Faculty reserve the right to give an alternative form of the original test as a make-up exam. If a makeup exam is granted it will result in the exam grade dropping 5% and cannot be taken more than 5 days past the original exam date.

*****Quizzes and exams can be reviewed with the instructor up to one week after the initial testing date by contacting the instructor and making an appointment.**

Disciplinary Action Policy & Procedures

In keeping with the philosophy of Clarkson College, a student is expected to exhibit professional behavior when performing activities or representing their program in any capacity. The student is expected to follow the "Code of Conduct" identified in the Clarkson College academic catalog.

The disciplinary action policy commences upon enrollment. Anecdotal reports/records and resulting disciplinary action received while in the program will progress with the student while pursuing their degree.

1. If a problem concerning a student develops, the clinical liaison and/or course faculty involved with the incident shall provide the program director with an anecdotal record of the incident as soon as possible.
2. Upon receipt of the anecdotal record, the program director will investigate the problem, as well as the circumstances surrounding the incident.
3. Upon completion of investigation of the incident, the program director will arrange a conference with the clinical liaison and/or course faculty and student involved to discuss the incident.

Severe infractions of college policies may warrant immediate suspension without the previously described steps (i.e., offenses outlined in the academic honesty policy).

Population Health Nursing: Community Based Care

FOCUS 1

Professionalism
 Teamwork and Collaboration
 Communication
 Group Development and Process
 Client-centered Care
 Health Behaviors and Education

COMPETENCIES

1. Demonstrate the process for health education and how it affects the community
 2. Examine how nurses can work with groups to promote the health of individuals and communities
 3. Distinguish learner needs related to cultural background, education level and health literacy levels.
 4. Recognize and explain group development and stages of the process.
 5. Determine the importance of developing groups and group member roles.
 6. Identify professionalism and effective communication patterns which promote health relationships in groups.
-

FOCUS 2

Informatics
 Program Planning
 Client-centered care
 Community Assessment
 Community as Client
 Teamwork and Collaboration
 Program Management
 Program Planning

COMPETENCIES

1. Analyze the importance of community assessment and population needs assessment in population health.
 2. Complete a community assessment for a selected population of need.
 3. Examine concepts in community nursing practice: community, community client, community health and partnership for health.
 4. Define program management relating to population health nursing.
 5. Discuss population health assessment strategies related to program management.
 6. Complete a population health assessment to prioritize a health issue to address for the development of a public health program.
 7. Apply the nursing process to program planning.
 8. Identify interprofessional roles in program management.
 9. Identify the components of program evaluation.
 10. Define and distinguish the role of stakeholders in program planning outcome
-

FOCUS 3

Professionalism
Communication
Client-Centered Care
 Case Management
 Care in the Home Setting
 Hospice and Palliative Care
 Family Focus
Teamwork and Collaboration
Informatics

COMPETENCIES

1. Identify how the nursing process can be utilized during case management for population-based clients.
 2. Recognize the need for collaboration among clients, family members, community resource agents, and health care professionals for successful management of health care needs and services.
 3. Define the role of the home health, palliative, and hospice nurse and their strategies used to improve care.
 4. Recognize the importance of community partnerships for improving and maintaining healthy communities.
 5. Identify how the family function and structure affects the health of families.
 6. Determine the differences in family theories used to address family needs.
-

FOCUS 4

Client-Centered Care
 Vulnerable Populations
 Substance Abuse

COMPETENCIES

1. Determine the influence nursing has on reducing violence and abuse for individuals, families, groups, and communities.
 2. Examine factors that influence social and community violence.
 3. Examine types of abuse in the community (child, elder, partner).
 4. Explain the role of the nurse in primary, secondary, and tertiary prevention in substance abuse problems as it relates to individual clients, families, and special populations.
 5. Examine how social conditions impact the incidence of substance abuse disorders.
-

FOCUS 5

Professionalism
Teamwork and Collaboration
 Interprofessional Roles
Safety
Informatics
Client-Centered Care

COMPETENCIES

1. Evaluate approaches to improve the health status of vulnerable populations.
 2. Utilize interprofessional relationships and collaboration in providing a culture of safety in population-based nursing.
 3. Analyze the effects current issues and trends have on Population-Based Nursing.
-

Clarkson College Policies

Clarkson College reserves the right to change or modify the course delivery if the need arises due to federal, state, local and/or campus emergencies or national pandemics.

Academic Integrity

Clarkson College views academic integrity as a reflection of a student's personal integrity. Therefore, all students are required and expected to maintain the highest standards of academic integrity in the preparation of all work and examinations. Students found in violation of the Academic Integrity policy (SW-25) are subject to disciplinary action. Students can obtain more information about the Academic Integrity policy in the Clarkson College [Academic Catalog and Handbook, and website](#).

Accommodations

Clarkson College is committed to equal access to educational opportunities to otherwise qualified students with disabilities (Policy SW-2). Eligibility must be established before services can be provided, and accommodations are not retroactive. Students are encouraged to register with the Accommodations office as early as possible. Students can obtain more information about disability services and requirements by referring to the [Accommodations webpage](#), by sending an inquiry accommodations@clarksoncollege.edu or by calling 402.552.2277 or 800.647.5500, ext. 2277.

Clinical Education Compliance & Health & Safety Requirements

In compliance with regulatory bodies, it is the student's responsibility to meet and obtain clinical documentation and standards for health and safety requirements. These requirements are set by the individual program of study, including any General Education courses. All health and safety requirements are to be maintained by the student in their CastleBranch (myCB) account. Any other clinical documentation referred to as onboarding will be completed as directed by the clinical agency. Failure to achieve or maintain compliance by the designated due/renewal date(s) may result in a Code of Conduct (SW-18) violation. Any questions related to health and safety should be directed to the Clinical Compliance office at compliance@clarksoncollege.edu or by calling 402.552.6206 or 402.552.6285.

Adding & Withdrawal from a Course

A course may be added through the first five days of instruction in a semester or prior to the second class meeting in a short term. This also applies to transferring from one section of a course to another section. After the designated time, the approvals of the instructor and the Program Director of the course are required. A course may be withdrawn (Policy AA-3) and a refund granted if it is accomplished according to the tuition refund schedule. It is the student's responsibility to initiate a Change of Registration form. Contact your advisor for changes to your schedule, and your advisor will submit the completed form to the Registrar's office for processing. Clarkson College will not be responsible for completed forms given to faculty or staff for submission.

NOTE: Only Student Financial Services may authorize reimbursement of fees or tuition. Directors, faculty or staff are not authorized to approve reimbursement.

LENGTH OF COURSE

15-week course	On or before the 8th week of the course
12-week course	On or before the 7th week of the course
7.5-week course	On or before the 3 rd week of the course
6-week course	On or before the 3rd week of the course

Courses may not be withdrawn during the final week of the semester period.

Attendance & Non-Attendance

Students are expected to attend all classes in which they are enrolled and follow the attendance policies of individual programs as specified in the course syllabus. Faculty will report, within two business days of the last class missed, the names of students who have two or more consecutive unexcused, three or more excused absences or a combination of three or more excused and unexcused absences during the semester to the [Registrar \(Policy AA-63\)](#). The non-attendance form will also be filed with Financial Aid and the Program Director.

Mission

Preparing students to professionally provide high quality, ethical and compassionate health care services.

Values

Learning

The lifelong process of education through both structured and unstructured experiences.

Caring

An empowering relationship through an attitude of empathy, compassion and respect for those with whom we interact, serve and lead.

Commitment

Dedication and accountability to the shared mission of Clarkson College.

Integrity

Adherence to moral and ethical standards in personal, professional and organizational actions.

Excellence

A level of performance in which all individuals strive for extraordinary quality.

NS 362

Program Management and Care of the Client in the Community: Clinical

Fall 2022 Syllabus

Jennifer Renken MSN, RN - Clinical Coordinator
Undergraduate Nursing Program

Notice of Non-Discrimination

Clarkson College complies with all applicable federal, state and local laws relating to discrimination and does not discriminate on the basis of race, color, religion, ancestry, sexual orientation, physical or mental disability, age, national origin, ethnicity, sex, veteran's status or marital status in the administration of its educational programs and policies, financial aid, activities or other school administered programs. Questions regarding Title IX may be referred to the Title IX Coordinator or to the Office of Civil Rights (OCR). The Director of Research and Compliance, Dr. Andrea Walker, serves as the Title IX Coordinator and is located on the sixth floor of the main Clarkson College building. The Title IX Coordinator can be contacted at 402.552.2277, 1.800.647.5500 or at titleixcoordinator@clarksoncollege.edu. The Office of Civil Rights can be contacted at the US Department of Education, Office of Civil Rights, Lyndon Baines Johnson Department of Education Bldg., 400 Maryland Avenue, SW, Washington D.C., 20202-1100; the phone number is 1.800.421.3481, and the email address is OCR@ed.gov. Questions regarding other types of discrimination should be directed to the Vice President of Operations and Student Affairs, Jina Paul at pauljina@clarksoncollege.edu. Questions regarding accommodations for student disabilities should be directed to the Director of Research and Compliance, Dr. Andrea Walker, at accommodations@clarksoncollege.edu.

Clarkson College
101 South 42 St. Omaha, NE 68131-2739 **PH** 402 552 3100 **TF** 800 647 5500 ClarksonCollege.edu

Instructor Contact Information

Jennifer Renken, MSN, RN (Clinical Coordinator)

renkenjennifer@clarksoncollege.edu

PH 402 552 6181 TF 800 647 5500, ext. 26181 FX 402 552 3266

OFFICE LOCATION Clarkson Commons & Education Center, first floor, #1033

OFFICE HOURS By appointment

Other faculty as assigned. See Canvas for specific course section faculty contact information.

Course Description

The student will apply client-centered care to individuals, groups and families within a diverse population. The student will value the need for continuous improvements that support evidence-based practice, integration of teamwork and collaboration, and the promotion of safe outcomes demonstrating the role of the nurse in teamwork, leadership and collaboration. The student will demonstrate the knowledge, skills and attitudes necessary to provide safe, quality-centered patient care with a focus on evidence-based practice with the integration of community-based theories and public health policy. **This course emphasizes student engagement using a required service experience.**

Semester Hours: 1

Placement in Curriculum

Third Level

This course is designed as the second of three continuation nursing courses in the exploration of population health nursing.

Prerequisites/Corequisites

Prerequisites: All 100 and Level 200 courses

Co-requisites: NS 361, NS 332, NS 333, NS 346

Required Texts

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Stanhope, M., & Lancaster J. (2016). *Public Health Nursing Population-Centered Health Care in the Community*. (10th ed). Publisher Elsevier Location Maryland Heights, MI.

Additional Texts

Giddens, J. F. (2021). *Concepts for Nursing Practice* (3rd ed.). Elsevier

Assessment Technologies Institute (ATI). (2019). *RN Community Health Nursing* (8th ed.). Assessment Technologies Institute, LLC. (ATI eBook)

Course Competencies

KSA's are the abilities and characteristics based on the QSEN concepts which are necessary to continuously improve the quality and safety of the healthcare systems.
(K=Knowledge S=Skills A=Attitudes)

At the completion of NS 362 (CLINICAL), the student will:

1. Complete a community assessment utilizing a planning framework to plan and implement appropriate, safe care to individuals, groups, communities, and/or populations in diverse practice settings (S)
2. Utilize safe and professional nurse caring behaviors (empathy, compassion, and respect) in the delivery of holistic health care to individuals, groups, communities, and/or populations in diverse practice settings (KSA)
3. Integrate cultural, spiritual, psychosocial, and legal-ethical principles in the nursing process with clinical judgment to manage the health care of individuals, groups, communities, and/or populations in diverse practice settings (KSA)
4. Analyze the role of the nurse in interprofessionalism, teamwork, leadership, and collaboration while assessing quality improvement measures which support evidence-based practice (K)
5. Apply evidence-based decision-making when caring for individuals, groups, communities, and/or populations in diverse practice settings (S)
6. Utilize informatics provide cost-effective, comprehensive, accessible, and coordinated care (S)
7. Demonstrate knowledge of the inter-relation of concepts discussed in the course (K)
8. Recognize the Social Determinants of Health to achieve health equity among vulnerable, culturally and socially diverse populations (KSA)

Teaching Responsibilities

It is the faculty's responsibility to provide a structure and framework for learning and to give guidance and direction to all learning experiences. Faculty are responsible to offer additional instruction to students requesting clarification or additional assistance. Faculty will return communication within two business days (with the exception of holidays and faculty breaks) and course material will be graded within one week, unless otherwise stated. Each student is responsible for his/her own learning and is encouraged to meet with faculty. Using a variety of strategies, the course faculty aim to facilitate the student's learning through activities that are directed to meet the course objectives.

Student Responsibilities for Learning

1. Students are responsible for their own learning.
2. Attend class on time and on schedule. Class roll calls are utilized to record student attendance and instructors are to be notified in advance if the student is unable to attend class.
3. Required theory and clinical assignments must be completed to the student's best ability and turned in on time.
4. Assigned material is to be read prior to class attendance.
5. Students are expected to be aware of their own progress and ask for additional clarification or assistance in a timely manner, as needed.
6. Students are encouraged to meet with faculty when test/course grade is less than 80%.
7. The Interprofessional Learning Center and Success Center are available if assistance is necessary. Undergraduate Nursing Student Handbook 10 © Clarkson College REVISED: AUGUST 2021
8. While the preferred method of communication between the student and instructor is via the Clarkson College email, each individual instructor will define their preference. It is the student's responsibility to ask the faculty if there are any questions regarding communication in the course.
9. Active involvement in activities, assignments, and discussions in the classroom or via the classroom online platform is expected.
10. Students are expected to contact course faculty if they experience difficulties with course content or accessing information.

11. Exams are to be taken as scheduled.
12. Use the add/drop courses procedure as outlined in the College catalog.
13. Student responsibility to maintain clinical skills checklist each semester.
14. It is the student's responsibility to obtain returned paperwork/assignments by the end of the semester.
15. Students are expected to follow all College and program-specific policies.
16. Professionalism is expected at all times in the classroom/clinical.
17. Students are expected to keep assignments and evaluations for their 4th year portfolio.
18. Students are expected to be on time for each clinical. This is a professional courtesy to your peers.
19. Participation in pre and post clinical small group discussion is expected.
20. Students are expected to maintain skills checklist every semester.
21. Students are expected to keep assignments for their 4th year portfolio and final evaluations.

Professionalism & Communication

Clarkson College requires students to demonstrate characteristics relating to professionalism, including but not limited to, interprofessional skills, communication skills, appearance, use of constructive feedback, and responsibility. These characteristics are not explicitly part of a profession's core knowledge and technical skills but are nevertheless required for success. Please remember to always communicate with College faculty, staff and administration in a timely manner through Clarkson College email accounts or phone numbers.

[Professional Expectations for all Programs](#)

Attendance

Students are responsible for attending all scheduled classes and clinical/practicum experiences. If a student misses a class or clinical/practicum experience, the student assumes responsibility for this action and will be subject to stipulations of policy.

Absences are considered either excused or unexcused. The student is responsible for notifying the theory and/or clinical faculty and the clinical agency when she/he is unable to attend a scheduled class or clinical assignment. The only exception will be when no students attend due to weather or other emergency, or as directed by faculty.

Clinical Absences

- Students who have missed any clinical or college laboratory experience may be brought to the attention of the course coordinator by the clinical faculty for review as necessary.
- Clinical experience is an essential component of nursing. A pattern of absences can result in failure to meet not only course competencies but achieve program progression. The student may be recommended to withdraw or be administratively withdrawn from the Nursing program.

Excused Absences

- Excused absences are those absences due to illness, personal crisis or College sponsored special events (i.e., NSSNA, workshops, college functions) where the student has contacted the clinical faculty prior to clinical start time.
- When an excused clinical absence is due to illness, the student will see a primary care health practitioner to obtain permission to return to clinical area. The clinical faculty may waive this requirement when reviewing the nature of the illness and length of absence. The permission to return to clinical is added to the student's file.
- For an excused absence related to a special event, the student must receive approval from the clinical faculty. If approved, arrangements will be made to make up missed course work.
- In the event of a crisis in which the student is unable to notify the clinical faculty in advance, faculty will review the situation and determine appropriate arrangements.

Unexcused Absences

- An unexcused absence is any absence in which the student has not made contact, made prior arrangement, is blocked due to health and safety noncompliance, or has not been approved by the clinical faculty.
- The student is still required to meet the course competencies, no clinical make-up will be offered, and a clinical contract will be established.

Clinical Makeup for Excused Absences

- Clinical make-up requirements vary between courses, to meet competencies.
- Availability of clinical make-up cannot be guaranteed. The clinical faculty, clinical course coordinator and/or Program Clinical Coordinator will determine availability and method.
- If 20% of total clinical hours are missed make-up will be required at either a clinical site, simulation, or in-depth virtual clinical experience to meet competencies, this is at the discretion of clinical faculty and course coordinator.

Clinical Makeup for Excused Absences Extended Crisis/Emergency (Examples: Quarantine, Extended Illnesses, or Hospitalizations, Etc....)

- If 20% of total clinical hours are missed make-up will be required at either a clinical site, simulation, or in-depth virtual clinical experience to meet competencies, this is at the discretion of clinical faculty and course coordinator.
- An incomplete grade may be appropriate for extenuating circumstances.

Online Campus

Clarkson College will maintain an online presence. All courses will be accessed through the Clarkson College website under **Resources For > Online Campus > Canvas**. Tech support for courses offered in Canvas will be available 24/7 via the Help icon on Canvas.

The Student Success Guide has information on computer hardware and software, textbook ordering information, student email information, as well as a list of Clarkson College contacts. For additional information regarding the Online Campus, contact the Center for Teaching Excellence via email at cte@clarksoncollege.edu or by calling 402.552.2216 or 800.647.5500, ext. 22216.

Netiquette Guidelines

To carry out its mission, the College expects students to use the internet, the learning management system (LMS), and email in a professional manner. Activities that may be acceptable on your private account at home may not be acceptable when using your Clarkson College-authorized services. It is our right to require your ethical use of these electronic tools, and your duty to follow both netiquette and the policies governing their use. The purpose of Netiquette guidelines is to help clarify standards and acceptable etiquette for all electronic communication between the faculty and the student and/or student to student throughout the duration of the course. Please review albion.com/netiquette/corerules.html (link to an external site) for Netiquette guidelines.

SSG 101: Student Success Guide

The Clarkson College Student Success Guide prepares you to begin your college career and teaches you skills to assist you during your academic journey. This course is a great reference tool and will be available to you as long as you are enrolled at Clarkson College. You may return to it as often as needed.

You will be able to view this course prior to the first day of the term on your Canvas dashboard. However, your other courses will not be available until the semester officially starts. If SSG 101 does not show on your Canvas Dashboard, click **Courses > All Courses** on the left global navigation menu in Canvas and look for it on the list of courses available to you. From there, you can click the star icon to hide/unhide it from your Canvas dashboard.



Testing

Using LockDown Browser and Webcam for Online Testing

This course requires the use of LockDown Browser and a webcam for online testing. The webcam can be built into your computer or can be the type that plugs in with a USB cable. Watch this [short video](#) to get a basic understanding of LockDown Browser and the webcam feature. A student [Quick Start Guide](#) is also available. Next, download and install LockDown Browser from this link:

<https://download.respondus.com/lockdown/download.php?id=959950603>

Using LockDown Browser for Testing

This course requires the use of LockDown Browser for testing. Watch this [short video](#) to get a basic understanding of LockDown Browser. A student [Quick Start Guide](#) is also available. Next, download and install LockDown Browser from this link:

<https://download.respondus.com/lockdown/download.php?id=959950603><https://download.respondus.com/lockdown/download.php?id=959950603>

ELL Extended Testing Time Resource

English language learner (ELL) students are a diverse group of students whose primary language is not English. As ELL students continue to learn the English language, we recognize that translation during testing can pose a barrier. Therefore, if you are an ELL student, Clarkson College offers extended time to take your quizzes and exams in several courses. ELL students who enroll in this resource will receive extra time for each quiz and examination; 1st year=2X, 2nd year=1.5X, 3rd year=1.25X, 4th year=0X. Enrolling in this resource will have no negative repercussions for any student. Please speak with the course instructor to enroll in this resource.

If the extended testing time overlaps with scheduled in-class activities, it is the student's responsibility to arrange alternate testing times with their instructor.

Course Calendar

Course Calendar available on Canvas

Evaluation Strategies

The evaluation methods for this course include satisfactory (pass) evaluation, which means meeting the competencies of the course and completing required clinical hours.

Clinical Evaluation

The student will be evaluated weekly according to the course competencies which are derived from the level program competencies of the Clarkson College Undergraduate Nursing Program. Learning experiences provided will give the student the opportunity to demonstrate satisfactory performance of the level competencies and professional behaviors. The student will review the clinical evaluation form with the clinical instructor weekly throughout the course.

Formative evaluation: is an **ongoing process** which provides data that can be used to develop a more complete evaluation of the student's performance in the course. Formative evaluation (ongoing) is done at intervals specified by the instructor. Anecdotal notes will be utilized to supplement the evaluation form when necessary.

Students will complete a self-evaluation at midterm and on completion of the course. This will include a rating of individual objectives and a narrative summary note.

The following scale will be used in the evaluation process of the level objectives:

- UA Unexcused Absence ***Student Did Not Follow Course Policy*****
Including (but not limited to): Failure to notify staff prior to designated time of inability to attend clinical, failure to attend clinical without notifying staff (excluding an emergent issue), or health and safety violation. Clinical makeup time will not be offered for unexcused absences
- Ex Excused Absence**
- NA Not Applicable**
- U Unsatisfactory**
 - a. unsafe, unskilled, inefficient, continuous verbal and physical cues needed
 - b. lacks confidence, unable to demonstrate caring behavior and therapeutic communication
 - c. assignment inconsistently completed after Clinical Instructor (CI) counseling, unable to incorporate CI comments or no changes made based on CI comments/counseling regarding repetitive error
 - d. demonstrates unprofessional behavior(s)
- IP In Progress**
 - a. safe care, requires frequent verbal and physical cues
 - b. affect and behavior appropriate most of the time, desired outcome most of the time
 - c. demonstrates improvement in completed assignments
- S Satisfactory**
 - a. safe, accurate, able to complete tasks on time, occasional supportive cues
 - b. affect and behavior appropriate every time, desired outcome every time
 - c. assignments received, completed with minimal corrections
- E Exemplary**
 - a. safe, accurate, proficient, coordinated, confident
 - b. affect and behavior exceeds expectations for level of course, seeks out learning opportunities
 - c. assignments completed without corrections needed

Students must consistently show satisfactory performance throughout the clinical experience to pass NS 362. Inconsistent performance of "IP" for more than two separate or consecutive weeks will result automatically in a

“U” for the third instance. Two “U” ratings within the same category or within separate categories will require a clinical contract with the student’s clinical instructor. If student fails to show satisfactory performance in any categories in which the student previously received a “U” after a clinical contract was established, the student will not be able to successfully pass NS 362. An unexcused absence and a clinical rating of “UA” will automatically result in a required clinical contract and following of above expectations after clinical contract is established.

1. Faculty retain the right to issue an Unsatisfactory rating and require a clinical contract at any time a student is at risk for course failure, compromises patient safety, or as warranted by event severity.
2. Signature in the comment box will serve as student clinical evaluation acknowledgment documenting they have read the evaluation and understand their present level of achievement.

Summative evaluation: (final) is the composite of the clinical behaviors for the course. Achievement of **ALL** of the course competencies is mandatory to successfully complete the course. This includes satisfactory completion of the critical clinical experiences for NS 362 and demonstration of professional behaviors. Summative evaluation is scheduled when the clinical experience is completed.

The instructor will use the following criteria to indicate the student has progressively and consistently achieved the required behaviors:

- P =** Pass
- NP =** No Pass
- IP =** In Progress (mid-term only)

Course/Program Policies

Program Policies

An ATI is not required for NS 362

Health & Safety Requirements

Students entering nursing must submit evidence of good health. It is the responsibility of the student to maintain health and safety requirements. Students who are out of compliance with any health and safety requirements will be blocked from online campus program-specific clinical courses and will not be allowed to attend clinical until the requirements are met. Questions regarding health and safety may be directed to the Clinical Education Compliance office at 402.552.6206 or 402.552.6285.

Health and safety requirements are subject to immediate change in order to maintain compliance with state and federal requirements, Center for Disease Control requirements and standards of practice.

Undergraduate Nursing Health & Safety Procedure

“Blocking Process” for non-compliant students:

- Health and Safety Items are due by 4 p.m. the business day PRIOR to the appropriate College health and safety vendor’s stated due date.
- Rechecks of non-compliant students will **only** occur at 4 p.m. the next business day. Any students compliant will be unblocked and allowed to return to clinical at that time. **No** students will be unblocked before the 4 p.m. deadline.
- Students missing clinical due to noncompliance will result in an unexcused absence (please refer to the absence policy). No make-up assignments and/or clinical will be allowed.
- Student will meet with faculty to establish a clinical contract to outline expectations due to unexcused absence.

For a full list of requirements, refer to the [Health and Safety page](#) on the Clarkson College website

Course Policies

Designated Service Course – IPE approval for Service activity

As a designated service course, the service experience/project for this class is pre-approved for IPE requirements. To earn credit, please complete the IPE Service Reflection located in Module 5 within your IPE 301 course shell. IPE reflections must be submitted within 90 days of service completion; late reflections will not be accepted. For questions on IPE, please email: ipeservice@clarksoncollege.edu.

Absence Policy

All student absences will require a make-up presentation assignment to be completed at the end of the semester.

Dress Code Policy

1. **Hair** – students must have human colored hair. Extreme looks such as multiple colors; extremes in bleaching, dyeing, or tinting, or shaved eyebrows are not appropriate. Hair must be clean and pulled back from the face so as not to fall forward while giving a patient care. Beards or moustaches for men will be neatly trimmed.
2. **Make-up** – if worn, is to be conservative and not detract from the attire, uniform or work environment and must reflect a professional image.
3. **Nails** – need to be smooth, of a moderate length, and clean. Artificial nails, nail polish/products are not to be worn by anyone with responsibility for hand-on patient care, as they are an infection control risk.
4. **Jewelry** – decorative jewelry is to be conservative and not detract from the attire or work environment and must not pose a safety/infection risk. Jewelry should be minimal. Students are allowed:
 - *No more than one ring per hand (unless otherwise stated by the clinical agency). Plain-type wedding bands are preferred.
 - *No piercings on the body are permitted with the exception of one post/stud type earring on the lower ear lobe.
 - *Body piercings (other than the one piercing allowed in the lower ear lobe) will be removed for all clinical settings and experiences. Covering up body piercings with Band-Aids or other types of concealing methods (i.e. clear spacers, retainers, or make-up) are not permitted. This includes surgically implanted jewelry.
 - *One small necklace that fits snug to neck or is able to be tucked into a shirt is permitted. Dangling necklaces are a safety issue.
5. **Aftershave, cologne, and perfume** – will be applied sparingly, as patient's sensitivity to scents/odors must be considered at all times.
6. **Tattoos** – visible tattoos are not allowed. If a student has tattoo(s), clothing must completely cover the tattoo(s) or apply a concealing item if in an area that clothing does not cover.
7. **Personal cleanliness** – daily attention to one's personal hygiene is an extremely important component of each student's overall image. Students will maintain a high level of personal hygiene. Students' breath and clothing/lab coats must not smell of smoke.

NOTE: If a student chooses to wear piercings that are not visible (i.e., under the required clinical attire), Clarkson College will not be liable for injuries that may occur.

Clinical Attire

- Uniform top: Clarkson College navy polo shirt with current college emblem (purchased from the college). Optional neutral color long sleeve shirt may be worn under top (plain solid colored black, white, gray, beige, or brown shirt).
- Uniform pants: full-length khaki pants or khaki scrub pants (no jeans or tight-fitting legging style pants).
- Shoes: all white or all black, all leather, closed-toed clean shoes. No prints, swirls, or designs in any color will be allowed on shoes. Wear neutral solid color socks

- Clarkson College white lab coat with current college emblem (*Lab coat may be optional or required depending on the clinical site. See clinical site information sheet in online course doc sharing for uniform requirement)
- Freshly laundered wrinkle free uniform needs to be worn daily in the clinical setting.
- Appropriate undergarments under clinical uniform.
- Clarkson College ID badge must be visible and worn at chest level at all times.
- *Clinical site information sheets will include if there are any changes to the course clinical attire required for student experiences at each clinical site/facility. All students are required to follow the provided clinical site clinical attire. If there is no clinical attire information included on the clinical site sheet, the course clinical attire is expected to be followed. The clinical site information sheets are available in the online course.

Accessories

- Clarkson College ID Badge
- A conservative watch with second-hand function
- Black pen
- Bandage scissors
- Stethoscope
- Penlight
- Clarkson College community nursing bag (provided by skills lab)

NS 362 Population Health III: Clinical Application

CLINICAL EVALUATION

The student will be evaluated weekly according to the course competencies which are derived from the level program competencies of the Clarkson College Baccalaureate Nursing Program. Learning experiences provided will give the student the opportunity to demonstrate satisfactory performance of the level competencies and professional behaviors. The student will review the clinical evaluation form with the clinical instructor weekly throughout the course.

CARING

Level 3 Program Competency:

Evaluate caring relationships and behaviors which contribute to positive outcomes for client, families, communities, and population as well as health care providers and health care systems.

Course Competency:

Utilize safe and professional nurse caring behaviors (empathy, compassion, and respect) in the delivery of holistic health care to individuals, groups, communities, and/or populations in diverse practice settings

Integrate cultural, spiritual, psychosocial, and legal-ethical principles in the nursing process with clinical judgment to manage the health care of individuals, groups, communities, and/or populations in diverse practice settings

Apply evidence-based decision-making when caring for individuals, groups, communities, and/or populations in diverse practice settings

Demonstrate knowledge of the inter-relation of concepts discussed in the course

1. Utilize safe and professional nurse caring behaviors in the delivery of holistic health care to individuals, groups, communities, and/or populations in diverse practice settings (KSA)
 2. Elicit client values, preferences, and expressed needs as part of clinical interview, implementation of care plan, and evaluation of care assessing the Social Determinants of Health (KS)
 3. Utilize age-appropriate assessment techniques/tools to obtain pertinent data and involve family in data collection (KSA)
 4. Facilitate an environment of active partnerships with clients, families or care providers regarding assessment, planning, implementation, and evaluation of care (KS)
 5. Evaluate self-effectiveness of nursing practice as related to evidence-based decision-making and make appropriate changes to improve outcomes for clients and their families (KS)
 6. Recognize own attitudes of cultural and spiritually diverse backgrounds, ethnicity of the client, psychosocial background, and legal ethical principles in the nursing process (A)
 7. Evaluate caring relationships and behaviors which contribute to positive outcomes for client, families, communities, and population as well as health care providers and health care systems (KS)
 8. Demonstrate cultural, spiritual, psychosocial, social justice, social equity, and legal-ethical principles in the nursing process with clinical judgement to manage the health care of individuals, groups, communities, and/or populations in diverse practice settings (KS)
-

CLIENT-CENTERED CARE

Level 3 Program Competency:

Analyze client-centered care with respect to health, environment, cultural preferences across the lifespan while respecting the client as the source of control.

Course Competency:

Perform a holistic assessment using a developmentally appropriate plan to implement safe care for individuals, groups, communities, and/or populations in diverse practice settings

Utilize safe and professional nurse caring behaviors (empathy, compassion, and respect) in the delivery of holistic health care to individuals, groups, communities, and/or populations in diverse practice settings

Integrate cultural, spiritual, psychosocial, and legal-ethical principles in the nursing process with clinical judgment to manage the health care of individuals, groups, communities, and/or populations in diverse practice settings

Demonstrate knowledge of the inter-relation of concepts discussed in the course.

1. Utilize safe and professional nurse caring behaviors in the delivery of holistic health care to individuals, groups, communities, and/or populations in diverse practice settings (KSA)
 2. Demonstrate cultural, spiritual, psychosocial, and legal-ethical principles in the nursing process with clinical judgement to manage the health care of individuals, groups, communities, and/or populations in diverse practice settings (KSA)
 3. Provide client centered care with sensitivity and respect for the diversity of human experience and the Social Determinants of Health (KA)
 4. Utilize effective strategies for communication and conflict resolution advocating for clients, families, and members of the healthcare team (KS)
 5. Implement a teaching plan to promote a healthy lifestyle and improve client outcomes (KS)
 6. Perform a holistic assessment using a developmentally appropriate plan to implement safe care for individuals, groups, communities, and/or populations in diverse practice settings (KS)
 - a. client/family preferences and values
 - b. shared decision making
 - c. social, cultural, and ethnic considerations
 - d. ethical and legal implications
 - e. access to resources and barriers to care
 - f. health promotion and self-care management
 - g. physical and psychosocial assessments
-

TEAMWORK AND COLLABORATION

Level 3 Program Competency:

Function effectively within nursing and interprofessional teams, fostering teamwork and collaboration with the client, family, communities, and populations

Course Competency:

Utilize safe and professional nurse caring behaviors (empathy, compassion, and respect) in the delivery of holistic health care to individuals, groups, communities, and/or populations in diverse practice settings

Integrate cultural, spiritual, psychosocial, and legal-ethical principles in the nursing process with clinical judgment to manage the health care of individuals, groups, communities, and/or populations in diverse practice settings

Analyze the role of the nurse in teamwork, leadership, and collaboration while assessing quality improvement measures which support evidence-based practice

Demonstrate knowledge of the inter-relation of concepts discussed in the course

1. Utilize safe and professional nurse caring behaviors in the delivery of holistic health care to individuals, groups, communities, and/or populations in diverse practice settings (KSA)
 2. Function effectively within the nursing student scope of practice; recognizing the roles the interprofessional health care teams to foster teamwork and collaboration (KS)
 3. Collaborate with the interprofessional team to design an evidence-based plan of care to promote quality outcomes (KS)
 4. Utilize effective strategies for communication and conflict resolution with clients, families, and members of the healthcare team (KSA)
 5. Identify system barriers to facilitate effective team functioning (KS)
 6. Demonstrate cultural, spiritual, psychosocial, and legal-ethical principles in the nursing process to manage the health care of individuals, groups, communities, and/or populations in diverse practice settings (KSA)
-

EVIDENCE-BASED PRACTICE (EBP)

Level 3 Program Competency:

Utilize best current evidence considering clinical expertise along with client and family preferences for the delivery of optimal health care

Course Competency:

Utilize safe and professional nurse caring behaviors (empathy, compassion, and respect) in the delivery of holistic health care to individuals, groups, communities, and/or populations in diverse practice settings

Integrate cultural, spiritual, psychosocial, and legal-ethical principles in the nursing process with clinical judgment to manage the health care of individuals, groups, communities, and/or populations in diverse practice settings

Apply evidence-based decision-making when caring for individuals, groups, communities, and/or populations in diverse practice settings.

Demonstrate knowledge of the inter-relation of concepts discussed in the course

1. Utilize safe and professional nurse caring behaviors in the delivery of holistic health care to individuals, groups, communities, and/or populations in diverse practice settings (KSA)
 2. Utilize best current evidence considering clinical expertise along with client, family, communities, and populations for the delivery of optimal health care (KS)
 3. Incorporate best evidence for student nursing practice utilizing the evidence-based process (KS)
 4. Demonstrate cultural, spiritual, psychosocial, and legal-ethical principles in the nursing process with clinical judgment to manage the health care of individuals, groups, communities, and/or populations in diverse practice settings (KSA)
-
-

QUALITY IMPROVEMENT

Level 3 Program Competency:

Participate in data evaluation to monitor client outcomes to continuously improve the quality of health care

Course Competency:

Utilize safe and professional nurse caring behaviors (empathy, compassion, and respect) in the delivery of holistic health care to individuals, groups, communities, and/or populations in diverse practice settings

Integrate cultural, spiritual, psychosocial, and legal-ethical principles in the nursing process with clinical judgment to manage the health care of individuals, groups, communities, and/or populations in diverse practice settings

Analyze the role of the nurse in teamwork, leadership, and collaboration while assessing quality improvement measures which support evidence-based practice

Demonstrate knowledge of the inter-relation of concepts discussed in the course

1. Utilize safe and professional nurse caring behaviors in the delivery of holistic health care to individuals, groups, communities, and/or populations in diverse practice settings (KSA)
 2. Facilitate integration of new evidence-based standards of practice within diverse practice settings (KS)
 3. Recognize the value for continuous quality improvement in clinical practice based on new knowledge (K)
 4. Recognize the role of the nurse in teamwork, leadership, and collaboration while assessing quality improvement measures which support evidence-based practice (KS)
 5. Demonstrate cultural, spiritual, psychosocial, and legal-ethical principles in the nursing process with clinical judgment to manage the health care of individuals, groups, communities, and/or populations in diverse practice settings (KSA)
-
-

SAFETY

Level 3 Program Competency:

Evaluate standardized practices and technologies to minimize the risk of harm to clients and health care providers through both system effectiveness and individual performance

Course Competencies:

Utilize safe and professional nurse caring behaviors (empathy, compassion, and respect) in the delivery of holistic health care to individuals, groups, communities, and/or populations in diverse practice settings

Integrate cultural, spiritual, psychosocial, and legal-ethical principles in the nursing process with clinical judgment to manage the health care of individuals, groups, communities, and/or populations in diverse practice settings

Demonstrate knowledge of the inter-relation of concepts discussed in the course

1. Utilize safe and professional nurse caring behaviors in the delivery of holistic health care to individuals, groups, communities, and/or populations in diverse practice settings (KSA)
 2. Apply the nursing process related to safety for individuals, groups, communities, and/or populations in diverse practice settings (K)
 3. Comply with state and federal regulation for reporting client conditions of abuse and or neglect (K)
 4. Utilize clinical decision making and critical thinking during the student nurse home visits (KS)
 5. Utilize safety planning to guide clinical decision making during the student nurse home visit and security planning, student safety with preventing errors/treatment errors related to security planning (KS)
 6. Demonstrate cultural, spiritual, psychosocial, and legal-ethical principles in the nursing process with clinical judgment to manage the health care of individuals, groups, communities, and/or populations in diverse practice settings (KSA)
-

INFORMATICS

Level 3 Program Competency:

Analyze information and technology resources to build knowledge, select the mode of communication, to decrease error, and support decision making

Course Competencies:

Utilize safe and professional nurse caring behaviors (empathy, compassion, and respect) in the delivery of holistic health care to individuals, groups, communities, and/or populations in diverse practice settings

Integrate cultural, spiritual, psychosocial, and legal-ethical principles in the nursing process with clinical judgment to manage the health care of individuals, groups, communities, and/or populations in diverse practice settings

Utilize information management to provide cost-effective, comprehensive, accessible, and coordinated care

Demonstrate knowledge of the inter-relation of concepts discussed in the course

1. Utilize informatics to enhance knowledge to support evidence-based clinical decision making and error prevention in the delivery of client centered care (KS)
 2. Appraise standardized practices and the use of information and technology resources to promote communication, client safety, and quality improvement and minimize risks for healthcare providers across the healthcare continuum (KS)
 3. Assume responsibility to protect the confidentiality of health care information for individuals, groups, communities, and/or populations within diverse practice settings (KS)
 4. Demonstrate cultural, spiritual, psychosocial, and legal-ethical principles in the nursing process with clinical judgment to manage the health care of individuals, groups, communities, and/or populations in diverse practice settings (KSA)
-
-

PROFESSIONALISM

Level 3 Program Competency:

Analyze behaviors consistent with the ANA Code of Ethics, Nursing's Social Policy Statement, and Standards of Practice into the role of the professional nurse

Course Competencies:

Integrate cultural, spiritual, psychosocial, and legal-ethical principles in the nursing process with clinical judgment to manage the health care of individuals, groups, communities, and/or populations in diverse practice settings

Utilize safe and professional nurse caring behaviors (empathy, compassion, and respect) in the delivery of holistic health care to individuals, groups, communities, and/or populations in diverse practice settings

Utilize information management to provide cost-effective, comprehensive, accessible, and coordinated care

Demonstrate knowledge of the inter-relation of concepts discussed in the course

1. Maintain client and family confidentiality (K)
 2. Demonstrate cultural, spiritual, psychosocial, and legal-ethical principles in the nursing process with clinical judgment to manage the health care of individuals, groups, communities, and/or populations in diverse practice settings (KSA)
 3. Interact professionally with clients, peers, staff, faculty, and other health care team members (KSA).
 - Demonstrate professional dress at all times according to dress code policy
 - Attend all clinical experiences on time
 - Notify Faculty of absence according to course requirements
 - Adhere to clinical agency policies
 - Practice within the legal limits of a BSN student
 - Accept responsibility for own learning
 - Assume accountability for mistakes
 - Take action to make needed corrections
 - Exhibit honesty and truthfulness in interactions with client, staff, peers, and faculty
 - Complete own work
 - Turn in assignments when due
 - Exhibit physical and mental preparedness to give safe care
 4. Act with integrity, consistency, and respect for differing views (KA)
 5. Use approved terminology and spelling in written work which is completed according to clinical agency and instructor/course directives (K)
 6. Participate actively in all aspects of the clinical day, including post-conference activities (KSA)
 7. Act upon constructive criticisms (A)
-
-

SERVICE LEARNING PROJECT

The Service Learning Project is a significant population-based health related program strengthening communities through education and expression to enrich the learning and teaching of civic responsibility to strengthen communities. Participation in a Service Learning Project meets the needs of individuals, groups, communities, and populations in diverse practice settings, developing practical skills, critical thinking, self-esteem, and a sense of civic responsibility lasting a lifetime. The Service Learning Project is designed, planned, implemented, and evaluated by a student or student group to address population health-related behaviors. The students are not the sole beneficiary from a Service Learning Project. Communities and Public Health organizations benefit from the enthusiasm of competent, knowledgeable, educated nursing students with new ideas, energy, and enthusiasm. The student becomes an ambassador for healthcare and wellness promotion utilizing available Public Health resources for individuals, groups, communities, and populations. The experience will bridge the gap from the classroom to experiential learning in diverse practice settings.

Perform the role of the professional student nurse in the completion of a service-learning public health program project supported with evidence-based practice

Demonstrate knowledge of the inter-relation of concepts discussed in the course

Objectives/Critical elements

1. Establish a service-learning group
 2. Utilize the group development process to complete the service-learning public health program project
 3. Complete a community assessment and planning framework to create a service-learning public health program project
 4. Prioritize a population health issue and implement appropriate, safe care to individuals, groups, communities, and/or populations in diverse practice settings (Client-centered care)
 5. Apply the nursing process with clinical judgment for the completion of a service-learning public health program project supported with evidence-based practice. Utilizing the steps of:
 - a. Assess
 - b. Plan
 - c. Implement
 - d. Evaluate
 - e. Presentation
-

Clarkson College Policies

Clarkson College reserves the right to change or modify the course delivery if the need arises due to federal, state, local and/or campus emergencies or national pandemics.

Academic Integrity

Clarkson College views academic integrity as a reflection of a student's personal integrity. Therefore, all students are required and expected to maintain the highest standards of academic integrity in the preparation of all work and examinations. Students found in violation of the Academic Integrity policy (SW-25) are subject to disciplinary action. Students can obtain more information about the Academic Integrity policy in the Clarkson College [Academic Catalog and Handbook, and website](#).

Accommodations

Clarkson College is committed to equal access to educational opportunities to otherwise qualified students with disabilities (Policy SW-2). Eligibility must be established before services can be provided, and accommodations are not retroactive. Students are encouraged to register with the Accommodations office as early as possible. Students can obtain more information about disability services and requirements by referring to the [Accommodations webpage](#), by sending an inquiry accommodations@clarksoncollege.edu or by calling 402.552.2277 or 800.647.5500, ext. 2277.

Clinical Education Compliance & Health & Safety Requirements

In compliance with regulatory bodies, it is the student's responsibility to meet and obtain clinical documentation and standards for health and safety requirements. These requirements are set by the individual program of study, including any General Education courses. All health and safety requirements are to be maintained by the student in their CastleBranch (myCB) account. Any other clinical documentation referred to as onboarding will be completed as directed by the clinical agency. Failure to achieve or maintain compliance by the designated due/renewal date(s) may result in a Code of Conduct (SW-18) violation. Any questions related to health and safety should be directed to the Clinical Compliance office at compliance@clarksoncollege.edu or by calling 402.552.6206 or 402.552.6285.

Adding & Withdrawal from a Course

A course may be added through the first five days of instruction in a semester or prior to the second class meeting in a short term. This also applies to transferring from one section of a course to another section. After the designated time, the approvals of the instructor and the Program Director of the course are required. A course may be withdrawn (Policy AA-3) and a refund granted if it is accomplished according to the tuition refund schedule. It is the student's responsibility to initiate a Change of Registration form. Contact your advisor for changes to your schedule, and your advisor will submit the completed form to the Registrar's office for processing. Clarkson College will not be responsible for completed forms given to faculty or staff for submission.

NOTE: Only Student Financial Services may authorize reimbursement of fees or tuition. Directors, faculty or staff are not authorized to approve reimbursement.

LENGTH OF COURSE

15-week course	On or before the 8th week of the course
12-week course	On or before the 7th week of the course
7.5-week course	On or before the 3rd week of the course
6-week course	On or before the 3rd week of the course

Courses may not be withdrawn during the final week of the semester period.

Attendance & Non-Attendance

Students are expected to attend all classes in which they are enrolled and follow the attendance policies of individual programs as specified in the course syllabus. Faculty will report, within two business days of the last class missed, the names of students who have two or more consecutive unexcused, three or more excused absences or a combination of three or more excused and unexcused absences during the semester to the [Registrar \(Policy AA-63\)](#). The non-attendance form will also be filed with Financial Aid and the Program Director.

Mission

Preparing students to professionally provide high quality, ethical and compassionate health care services.

Values

Learning

The lifelong process of education through both structured and unstructured experiences.

Caring

An empowering relationship through an attitude of empathy, compassion and respect for those with whom we interact, serve and lead.

Commitment

Dedication and accountability to the shared mission of Clarkson College.

Integrity

Adherence to moral and ethical standards in personal, professional and organizational actions.

Excellence

A level of performance in which all individuals strive for extraordinary quality.

NS 453

Population Health Nursing – Global Health & Health Policy: Theory Online

Fall 2022 Syllabus

Ms. Julie Lawlor MSN RN

Ms. Marilyn Russell MSN RN CNE

Undergraduate Nursing Program



Prepare to be the **best.**

Notice of Non-Discrimination

Clarkson College complies with all applicable federal, state and local laws relating to discrimination and does not discriminate on the basis of race, color, religion, ancestry, sexual orientation, physical or mental disability, age, national origin, ethnicity, sex, veteran's status or marital status in the administration of its educational programs and policies, financial aid, activities or other school administered programs. Questions regarding Title IX may be referred to the Title IX coordinator or to the Office of Civil Rights. The Director of Academic Success serves as the Title IX Coordinator and is located in the Success Center. The Title IX Coordinator can be contacted at 402.552.2693 or 1.800.647.5500. The Office of Civil Rights can be contacted at the US Department of Education, Office of Civil Rights, Lyndon Baines Johnson Department of Education Bldg., 400 Maryland Avenue, SW, Washington D.C., 20202-1100; the phone number is 1.800.421.3481, and the email address is OCR@ed.gov. Questions regarding other types of discrimination should be directed to the Director of Human Resources, Daniel Wojtalewicz, at wojtalewiczdaniel@clarksoncollege.edu. Questions regarding accommodations for student disabilities should be directed to the Accommodations Coordinator at accommodations@clarksoncollege.edu.

Clarkson College
101 South 42 St. Omaha, NE 68131-2739 PH 402 552 3100 TF 800 647 5500 ClarksonCollege.edu

Instructor Contact Information

Ms. Julie Lawlor MSN RN

lawlorjulie@clarksoncollege.edu

PH 402 552 2996 TF 800 647 5500, ext. 22996 FX 402 552 6019

OFFICE LOCATION Clarkson Commons & Education Center, first floor, #1035

OFFICE HOURS by appointment

Ms. Marilyn Russell MSN RN CNE

russellmarilyn@clarksoncollege.edu

PH 402 552 6146 TF 800 647 5500, ext. 26146 FX 402 552 3266

OFFICE LOCATION Clarkson Commons & Education Center, first floor, #1027

OFFICE HOURS by appointment

Course Description

Credit Hours: 2

The student will build upon previous knowledge of population health nursing and client-centered care experiences while learning about the management of disasters, common transmissible diseases, applying the epidemiological process, environmental and global health, and their influence on regulatory policies and legislation. The student will examine the influence of social, political, cultural, and environmental factors in public health and how they relate to diverse populations and environments. The student will explore the needs and factors that impact vulnerable populations including homeless, migrant, immigrant, and refugee populations.

Placement in Curriculum

4th Level - This course is designed as the third of three continuation nursing courses in the exploration of population-based public health nursing.

Prerequisites/Corequisites

Prerequisite: All 100, 200, and 300 level nursing courses

Co-requisite: NS 454

Required Texts

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Stanhope, M. and Lancaster, J. (2020). *Public Health Nursing: Population-Centered Health Care in the Community*. (10th ed.). St Louis, Mo: Elsevier

Course Competencies

KSA's are the abilities and characteristics based on the QSEN concepts which are necessary to continuously improve the quality and safety of the healthcare systems. (K=Knowledge S=Skills A=Attitudes).

At the completion of NS 461, the student will be able to:

1. Explore the expanded role of population health nursing and the importance of interprofessional collaboration (K)
2. Explain how the community works together in disasters and global and environmental health. (K)
3. Recognize the link between communicable/infectious diseases, epidemiology, global health, and environmental health. (K)
4. Explore national and global health initiatives & policies as they relate to achieving health equity among a culturally and socially diverse population. (K)
5. Recognize the diverse health care needs of vulnerable populations in providing safe, culturally appropriate care. (K)
6. Examine trends in population health nursing. (K)
7. Apply the social determinants of health to diverse populations and environments. (K)
8. Examine the health care system and health care access availability according to vulnerable populations and environments. (K)
9. Describe the social determinants of vulnerable populations (K)
10. Examine the implications of global and environmental health. (K)

Teaching Responsibilities

It is the faculty's responsibility to provide a structure and framework for learning and to give guidance and direction to all learning experiences. Faculty are responsible to offer additional instruction to students requesting clarification or additional assistance. Faculty will return communication within two business days (except for holidays and faculty breaks) and course material will be graded within one week, unless otherwise stated. Each student is responsible for his/her own learning and is encouraged to meet with faculty. Using a variety of strategies, the course faculty aim to facilitate the student's learning through activities that are directed to meet the course objectives.

Student Responsibilities for Learning

1. Students should read the entire syllabus and be familiar with all course requirements.
2. Students are responsible for their own learning.
3. Students are expected to come to class or clinical prepared.
4. Required assignments must be completed to the student's best ability and turned in on time.
5. Students are expected to be aware of their own progress and ask for additional clarification or assistance in a timely manner, as needed.
6. While the preferred method of communication between the student and instructor is via the Clarkson College email, each individual instructor will define their preference. It is the student's responsibility to ask the faculty if there are any questions regarding communication in the course.
7. Active involvement in activities, assignments, and discussions in the classroom or via the classroom online platform is expected.
8. Students are expected to contact course faculty if they experience difficulties with course content or accessing information.
9. This is a content rich course; therefore, good reading comprehension, listening, note taking, active and respectful participation by all members of the class are expected, whether the course is online or on campus. The abilities to focus and manage time are imperative to be successful in this course.
10. Students are expected to follow all College and Program specific policies.
11. Students are encouraged to meet with faculty when test/course grade is less than 80%.

12. Professionalism is always expected in the classroom.
13. Students are expected to keep assignments for their 4th year portfolio.
14. It is expected that all students will attend and be prepared to actively participate in online course activities.
15. All assignments submitted are expected to be the original work of the student and completed independently unless designated as a group assignment. Assignments containing information from other student's work (current or previous) will receive zero (0) points.
16. If a student is repeating the course, it is expected that all assignments will contain new information. No material that was submitted previously may be re-submitted; if this occurs, "0" points will be awarded for that assignment. That is considered self-plagiarism, as outlined in the Academic Integrity policy (SW-25).
17. Professional and personal conduct, such as appropriate use of e-mail, promptness to any on-campus appointments, rational problem-solving, and courteous interaction with faculty, support staff, and other students is always expected.
18. Students with accommodations must notify their instructor of their accommodations within the first week of classes or as soon as the accommodations are granted. Students are encouraged to discuss classroom and testing needs with faculty. Students with accommodations are expected to follow the testing schedule provided on the course calendar.

Professionalism and Communication

Clarkson College requires students to demonstrate characteristics relating to professionalism, including but not limited to, interpersonal skills, communication skills, appearance, use of constructive feedback, and responsibility. These characteristics are not explicitly part of a profession's core knowledge and technical skills but are nevertheless required for success. Please remember to always communicate with College faculty, staff, and administration in a timely manner through Clarkson College email accounts or phone numbers.

[Professional Expectations for all Programs](#)

Online Campus

Clarkson College will maintain an online presence. All courses will be accessed through the Clarkson College website under **Resources For > Online Campus > Canvas**. Tech support for courses offered in Canvas will be available 24/7 via the Help icon in Canvas.

The Student Success Guide has information on computer hardware and software, textbook ordering information, student email information, as well as a list of Clarkson College contacts. For additional information regarding the Online Campus, contact the Center for Teaching Excellence via email at cte@clarksoncollege.edu or by calling 402.552.2216 or 800.647.5500, ext. 22216.

Netiquette Guidelines

To carry out its mission, the College expects students to use the internet, the learning management system (LMS), and email in a professional manner. Activities that may be acceptable on your private account at home may not be acceptable when using your Clarkson College-authorized services. It is our right to require your ethical use of these electronic tools, and your duty to follow both netiquette and the policies governing their use. The purpose of Netiquette guidelines is to help clarify standards and acceptable etiquette for all electronic communication between the faculty and the student and/or student to student throughout the duration of the course. Professionalism is expected. Be sure to be dressed appropriately and plan a quiet area with no distractions. You should consider this a classroom environment. Please review albion.com/netiquette/corerules.html (link to an external site) for Netiquette guidelines.

Course Calendar

Course Calendar available on Canvas

Evaluation Methods

Evaluation methods used in this course include:

Quizzes	200 pts
Final Exam	100 pts
ATI	60 pts
Assignments	310 pts
Total	670 pts

Using LockDown Browser for Testing

This course requires the use of LockDown Browser for testing. Watch this [short video](#) to get a basic understanding of LockDown Browser. A student [Quick Start Guide](#) is also available. Next, download and install LockDown Browser from this link:

<https://download.respondus.com/lockdown/download.php?id=959950603>

Using LockDown Browser and Webcam for Online Testing

If this course requires the use of LockDown Browser and a webcam for online testing. The webcam can be built into your computer or can be the type that plugs in with a USB cable. Watch this [short video](#) to get a basic understanding of LockDown Browser and the webcam feature. A student [Quick Start Guide](#) is also available. Next, download and install LockDown Browser from this link:

<https://download.respondus.com/lockdown/download.php?id=959950603>

Grading Scale

A+	100% – 98%	B+	92% – 89%	C+	84% – 82%	D	79% – 76%
A	97% – 93%	B	88% – 85%	C	81% – 80%	F	≤ 75%

The final theory course grade consists of a letter grade. Students must complete course work with a grade of 80% or above in order to successfully complete theory course. An earned 80% test score average in addition to an overall earned course average of 80% is required of all students in order to pass a theory nursing class. If a student does not pass on either the test average or the overall average, only the grade that reflects the failing grade will be posted and turned in to the Registrar.

Percentage grades will not be rounded (i.e., a 79.98% will not be rounded to an 80%).

Required Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Stanhope, M. and Lancaster, J. (2020). *Public health nursing: Population-centered health care in the*

community. (10th ed.). St Louis, Mo: Elsevier

Supplemental Texts

Giddens, J. F. (2020). *Concepts for Nursing Practice* (3rd ed.). Elsevier

Assessment Technologies Institute (ATI). (2019). *RN Community Health Nursing* (8th ed.). Assessment Technologies Institute, LLC. (ATI eBook)

Course/Program Policies

Program Policies

ATI

ATI exams are required of all undergraduate nursing students. Completion of the exam is identified in the respective course syllabi.

Students whose composite ATI score falls below the Proficiency Level 2, must complete the ATI Focused Review Process and retake that ATI test until the Proficiency Level 2 is achieved.

Failure to 1) take the ATI exam, 2) complete the Focused Review Process, and/or 3) retake the exam to achieve Proficiency Level 2 will result in an automatic course grade of incomplete for the course. The student must then complete the specific work to receive a grade for the course. This may impact the student's progression in the nursing program and/or completion of the student's program.

An ATI exam is required for this course, the RN Community Health Assessment

ATI PROGRESSION POLICY

The student must achieve the required passing score for the ATI exam before progressing to the next semester. The student needs to pass the ATI exam prior to 5:00 pm Friday of the first week of class. The student will be allowed to register and attend class the first week. If the student does not pass the ATI exam prior to this deadline, the student will be required to drop the course.

ATI REMEDIATION POLICY

The clinical instructor will review the focused review notes after first failure and may offer to meet with the student after second failure for remediation counseling to address areas of weakness. The student must allow forty-eight hours for the focused review process before retaking the next proctored ATI exam. During the focused review process, consider using other sources to review topics such as your nutrition textbook, medical-surgical text, and ATI website. Under the section on ATI products is a "Learning tab" where additional resources for test taking are available, such as Nurse Logic and Achieve.

Course Policies

Communication

Contact the instructor by email, office phone, or office/zoom visit (by appointment only). The student is expected to allow 48 hours for the faculty to respond Monday through Friday during regular business hours. Every effort is made to respond to students in a timely manner.

Attendance and Participation

Students are expected to attend all classes in which they are enrolled. Weekly online attendance is expected for this course and for all students to be prepared to actively participate in online course activities and submit

assignments by the due date or by the late submission due date to receive credit. Because absence and lack of participation from class can seriously hamper student's learning, students are to notify the course faculty if unable to be present in the online course. Regular or repeat absences can result in failure.

Academic Integrity

Clarkson College views academic integrity as a reflection of a student's personal integrity. Therefore, all students are required and expected to maintain the highest standards of academic integrity in the preparation of all work and examinations. Students found in violation of the Academic Integrity policy (SW-25) are subject to disciplinary action. Students can obtain more information about the Academic Integrity policy in the Clarkson College Student Handbook.

All work turned in for credit in this course must be personal, original, and expressly created for this course, during this course. Any misrepresentation, fabrication, cheating, collusion, sabotage, plagiarism, or failure to report these activities is considered a violation of the Academic Integrity policy. Concealment, distortion of a source, origin, or authorship of materials used during the production of your work will be considered forms of academic dishonesty and will result in failing the given assignment. Plagiarism is using someone else's ideas or words as your own without properly giving him or her credit for these ideas/words. If you have any questions or concerns about what constitutes plagiarism or any other academic integrity issue, please refer to the SW-25 policy (see the Academic Integrity link in Canvas) and/or contact me for clarification. Cheating or plagiarism will not be tolerated.

Testing

Two options are available for testing – use a test proctor or LockDown Browser.

Test Proctor: If you are a local student, the Testing Center is your proctor, by default. The Testing Center web page provides detailed information including appointment scheduling instructions and hours of operation. If you live outside the Omaha vicinity or would like to designate a different proctor for any other reason, please submit the [Proctor Change form](#) preferably by the first week of the semester.

LockDown Browser: Access the student [Quick Start Guide](#) to use LockDown Browser and download and install from this link: <https://download.respondus.com/lockdown/download.php?id=959950603>

The testing dates are included in Canvas on the course calendar. All students are expected to complete tests following the testing schedule. Missed quizzes and exams will result in a grade of zero. Only emergency situations (as identified by course faculty) will justify postponement and may require documentation. The postponed test must be taken within one week of the original test date. Faculty reserve the right to give an alternate form of the original test and deduct 10% from the test grade. Tests cannot be retaken. Test review is available by appointment for the current test after test grades are posted in the grade book and extending to the end date of testing for the next scheduled test. Reproduction of any quiz or exam/test item (such as writing down, copying, pasting, screenshots, photos or printing of any quiz or exam question) is a violation of the Academic Integrity Policy and may result in failure of the course. Students with accommodations are required to follow the testing schedule as provided in the course calendar unless a different schedule is included in their accommodations.

Assignments

The assignment due dates are included on the course calendar. The late assignment policy is late submission of assignments will result in a 10% deduction in grade per day; no assignment will be accepted after one week past the due date. Exceptions for this policy will be included on the assignment. A grading rubric will be included with the assignment requirements. Plagiarized posts will not receive credit for the assignment.

NS 453 Population Health Nursing – Global Health & Health Policy

FOCUS 1

School and Occupational Health Nursing

QSEN Concepts:

Client-Centered Care

School and Occupational Health Nursing

Quality Improvement

National Objectives

Teamwork and Collaboration

Safety

1. Explore the expanded role of population health nursing and the importance of interprofessional collaboration.
2. Analyze the nursing care given in public health work settings in the context of primary, secondary, and tertiary levels of prevention
3. Recognize the diverse care needs of individuals and groups in various public health nursing work settings
4. Apply national health objectives to school and occupational health nursing
5. Examine future trends in school and occupational health nursing

Textbook Reading

Stanhope and Lancaster: Chapters 42 and 43

FOCUS 2

Disasters, Transmissible Diseases, and Epidemiology

QSEN Concepts:

Caring

Client-Centered Care

Professionalism

Role of the Nurse

Safety

Quality Improvement

National and Global Objectives

Evidence-Based Practice

Teamwork and Collaboration

1. Compare and contrast how human-made versus natural disasters affect individuals and communities
2. Differentiate the disaster management cycle phases to include prevention, preparedness, response, and recovery
3. Examine the nurse's role in the disaster management cycle
4. Discuss the impact of trauma on individuals and communities
5. Identify common communicable and infectious diseases and their route of transmission
6. Explain the various roles of nurses in providing care
7. Discuss national and global objectives
8. Apply the epidemiological process

Textbook Reading

Stanhope and Lancaster: Chapter 13, 14, 15, and 21

FOCUS 3

Environmental and Global Health

QSEN Concepts:

Professionalism

Role of the Nurse

Quality Improvement

National and Global Objectives

Caring

Safety

Client Centered Care

Vulnerable Populations

1. Identify major global health problems and their implications
2. Analyze the public health nurse role in global health
3. Describe organizations that are involved in global health
4. Analyze the social determinants of health on a global level
5. Explain the relationship between human health, disease, and the environment
6. Describe legislative and regulatory policies that impact the environment and effect the health of the community
7. Discuss the health risks of a poor environment on vulnerable populations

Textbook Reading

Stanhope and Lancaster: Chapter 4 and 10

Supplemental readings and videos

FOCUS 4

Health Policy and Legislation

QSEN Concepts:

Professionalism

Nurses Role in Health Policy

Evidence Based Practice

Public Health Policy

Teamwork and Collaboration

Informatics

1. Explore national and global health initiatives & policies as they relate to achieving health equity among a culturally and socially diverse population
2. Identify the role of international and federal/nonfederal health agencies and their influence on public health
3. Discuss the nurse's role in health policy
4. Determine the impact that current legislation and structural changes has on the United States healthcare system compared to other countries
5. Discuss current trends effecting resource allocation in health care and the effects of poor health on the economy

Textbook Reading

Stanhope and Lancaster: Chapter 5 and 8

Supplemental readings and videos

FOCUS 5

Vulnerable Populations (Homeless, Migrant, Immigrant, and Refugees) and Current Issues and Trends

QSEN Concepts:

Client-Centered Care

Vulnerable Populations

Role of the Nurse

Professionalism

Quality Improvement

Safety

Caring

1. Describe the role of the nurse with at risk populations
2. Examine the role of the nurse in planning and providing safe culturally appropriate care
3. Describe the social determinants of vulnerable populations
4. Discuss the effects of homelessness on the health and wellbeing of individuals, families, and the community
5. Describe common problems experienced by migrants, immigrants, refugees, and their families
6. Analyze the effects that current issues and trends have on Population Health Nursing

Textbook Reading

Stanhope and Lancaster: Chapter 33 (pages 742 – 751) & 34

Supplemental readings and videos

Clarkson College Policies

Clarkson College reserves the right to change or modify the course delivery if the need arises due to federal, state, local and/or campus emergencies or national pandemics (e.g. COVID-19).

Academic Integrity

Clarkson College views academic integrity as a reflection of a student's personal integrity. Therefore, all students are required and expected to maintain the highest standards of academic integrity in the preparation of all work and examinations. Students found in violation of the Academic Integrity policy (SW-25) are subject to disciplinary action. Students can obtain more information about the Academic Integrity policy in the Clarkson College [Academic Catalog and Handbook, and website](#).

Accommodations

Clarkson College is committed to equal access to educational opportunities to otherwise qualified students with disabilities (Policy SW-2). Eligibility must be established before services can be provided, and accommodations are not retroactive. Students are encouraged to register with the Accommodations office as early as possible. Students can obtain more information about disability services and requirements by referring to the [Accommodations webpage](#), by sending an inquiry accommodations@clarksoncollege.edu or by calling 402.552.2693 or 800.647.5500, ext. 2693.

Clinical Education Compliance & Health & Safety Requirements

In compliance with regulatory bodies, it is the student's responsibility to meet and obtain clinical documentation and standards for health and safety requirements. These requirements are set by the individual program of study, including any General Education courses. All health and safety requirements are to be maintained by the student in their CastleBranch (myCB) account. Any other clinical documentation referred to as onboarding will be completed as directed by the clinical agency. Failure to achieve or maintain compliance by the designated due/renewal date(s) may result in a Code of Conduct (SW-18) violation. Any questions related to health and safety should be directed to the Clinical Compliance office at compliance@clarksoncollege.edu or by calling 402.552.6206 or 402.552.6285.

Adding & Withdrawal from a Course

A course may be added through the first five days of instruction in a semester or prior to the second class meeting in a short term. This also applies to transferring from one section of a course to another section. After the designated time, the approvals of the instructor and the Program Director of the course are required. A course may be withdrawn (Policy AA-3) and a refund granted if it is accomplished according to the tuition refund schedule. It is the student's responsibility to initiate a Change of Registration form. Contact your advisor for changes to your schedule, and your advisor will submit the completed form to the Registrar's office for processing. Clarkson College will not be responsible for completed forms given to faculty or staff for submission.

NOTE: Only Student Financial Services may authorize reimbursement of fees or tuition. Directors, faculty or staff are not authorized to approve reimbursement.

LENGTH OF COURSE

15-week course	On or before the 8th week of the course
12-week course	On or before the 7th week of the course
6-week course	On or before the 3rd week of the course

Courses may not be withdrawn during the final week of the semester period.

Attendance & Non-Attendance

Students are expected to attend all classes in which they are enrolled and follow the attendance policies of individual programs as specified in the course syllabus. Faculty will report, within two business days of the last class missed, the names of students who have two or more consecutive unexcused, three or more excused absences or a combination of three or more excused and unexcused absences during the semester to the Registrar (Policy AA-63). The non-attendance form will also be filed with Financial Aid and the Program Director.

Mission

Preparing students to professionally provide high quality, ethical and compassionate health care services.

Values

Learning

The lifelong process of education through both structured and unstructured experiences.

Caring

An empowering relationship through an attitude of empathy, compassion and respect for those with whom we interact, serve and lead.

Commitment

Dedication and accountability to the shared mission of Clarkson College.

Integrity

Adherence to moral and ethical standards in personal, professional and organizational actions.

Excellence

A level of performance in which all individuals strive for extraordinary quality.

NS 454

Population Health Nursing – Global Health & Health Policy: Clinical

Fall 2022 Syllabus
Ms. Marilyn Russell, MSN, RN, CNE
Undergraduate Nursing Program

Notice of Non-Discrimination

Clarkson College complies with all applicable federal, state and local laws relating to discrimination and does not discriminate on the basis of race, color, religion, ancestry, sexual orientation, physical or mental disability, age, national origin, ethnicity, sex, veteran's status or marital status in the administration of its educational programs and policies, financial aid, activities or other school administered programs. Questions regarding Title IX may be referred to the Title IX Coordinator or to the Office of Civil Rights (OCR). The Director of Research and Compliance, Dr. Andrea Walker, serves as the Title IX Coordinator and is located on the sixth floor of the main Clarkson College building. The Title IX Coordinator can be contacted at 402.552.2277, 1.800.647.5500 or at titleixcoordinator@clarksoncollege.edu. The Office of Civil Rights can be contacted at the US Department of Education, Office of Civil Rights, Lyndon Baines Johnson Department of Education Bldg., 400 Maryland Avenue, SW, Washington D.C., 20202-1100; the phone number is 1.800.421.3481, and the email address is OCR@ed.gov. Questions regarding other types of discrimination should be directed to the Vice President of Operations and Student Affairs, Jina Paul at pauljina@clarksoncollege.edu. Questions regarding accommodations for student disabilities should be directed to the Director of Research and Compliance, Dr. Andrea Walker, at accommodations@clarksoncollege.edu.

Clarkson College
101 South 42 St. Omaha, NE 68131-2739 **PH** 402 552 3100 **TF** 800 647 5500 ClarksonCollege.edu

Instructor Contact Information

Ms. Russell MSN RN CNE

russellmarilyn@clarksoncollege.edu

PH 402 552 6146 **TF** 800 647 5500, ext. 26146 **FX** 402 552 6796

OFFICE LOCATION Clarkson Commons & Education Center, first floor, #1027

OFFICE HOURS by appointment

Other faculty as assigned. See Canvas for specific course section faculty contact information.

Course Description

The student will apply a population-based nursing approach to care delivered to individuals in public health settings applying evidence-based practice working with an interprofessional team. The student will demonstrate the knowledge, skills, and attitudes necessary to provide safe, quality, client-centered nursing care to diverse populations and environments.

Semester Hours: 1

Placement in Curriculum

4th Level - This course is designed as the third of three continuation nursing courses in the exploration of population health nursing.

Prerequisites/Corequisites

Prerequisite: All 100, 200, and 300 level nursing courses

Co-requisites: NS 453, NS 458, NS 459

Required Texts

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Stanhope, M. and Lancaster, J. (2020). *Public Health Nursing: Population-Centered Health Care in the Community*. (10th ed.). St Louis, Mo: Elsevier

Required Readings

Refer to Canvas course Population Health Nursing – Health Policy and Global Health: Theory

Course Competencies

KSA's are the abilities and characteristics based on the QSEN concepts which are necessary to continuously improve the quality and safety of the healthcare systems. (K=Knowledge S=Skills A=Attitudes).

At the completion of NS 454, the student will be able to:

1. Integrate a population-based nursing approach when collaborating with community partners to promote health and foster health prevention and health maintenance. (Client-Centered Care, Teamwork and Collaboration, Professionalism – K and S)
2. Utilize safe and professional nurse caring behaviors (empathy, compassion, and respect) in the delivery of holistic health care to socially and culturally diverse populations in diverse practice settings. (All QSEN concepts – K, S, and A)
3. Integrate cultural, spiritual, psychosocial, and legal-ethical principles in the nursing process with clinical judgment to manage the health care of individuals, groups, communities, and populations in diverse practice settings. (All QSEN concepts – K, S, and A)
4. Collaborate with the interprofessional team to design an evidence-based plan of care to promote quality outcomes. (Client-Centered Care, Teamwork and Collaboration, Evidence-Based Practice – K and S)
5. Incorporate evidenced-based decision-making and advocacy within the role of the Public Health Nurse. (Client-Centered Care, Evidence-Based Practice, Professionalism - K and S)
6. Utilize information management to provide cost-effective, comprehensive, accessible, and coordinated care. (Informatics – K and S)
7. Demonstrate knowledge of the inter-relation of QSEN concepts discussed in the course. (All QSEN concepts - K)
8. Apply the social determinants of health to achieve health equity among vulnerable and socially diverse populations and environments. (Client-Centered Care - K and S)
9. Recognize the diverse health care needs of vulnerable populations in providing safe, culturally appropriate care. (Client-Centered Care, Safety - K and A)
10. Analyze the nursing care given in the context of primary, secondary, and tertiary levels of prevention. (Client-Centered Care - K and A)
11. Perform a holistic assessment using a developmentally appropriate plan to implement safe care for individuals, groups, communities, and populations in diverse practice settings. (Client-Centered Care, Safety - K and S)

Teaching Responsibilities

It is the faculty's responsibility to provide a structure and framework for learning and to give guidance and direction to all learning experiences. Faculty are responsible to offer additional instruction to students requesting clarification or additional assistance. Faculty will return communication within two business days (with the exception of holidays and faculty breaks) and course material will be graded within one week, unless otherwise stated. Each student is responsible for his/her own learning and is encouraged to meet with faculty. Using a variety of strategies, the course faculty aim to facilitate the student's learning through activities that are directed to meet the course objectives.

Student Responsibilities for Learning

1. Students are responsible for their own learning.
2. Attend class on time and on schedule. Class roll calls are utilized to record student attendance and instructors are to be notified in advance if the student is unable to attend class.
3. Required theory and clinical assignments must be completed to the student's best ability and turned in on time.
4. Assigned material is to be read prior to class attendance.
5. Students are expected to be aware of their own progress and ask for additional clarification or assistance in a timely manner, as needed.
6. Students are encouraged to meet with faculty when test/course grade is less than 80%.

7. The Interprofessional Learning Center and the Success Center are available if assistance is necessary.
8. While the preferred method of communication between the student and instructor is via the Clarkson College email, each individual instructor will define their preference. It is the student's responsibility to ask the faculty if there are any questions regarding communication in the course.
9. Active involvement in activities, assignments, and discussions in the classroom or via the classroom online platform is expected.
10. Students are expected to contact course faculty if they experience difficulties with course content or accessing information.
11. Exams are to be taken as scheduled.
12. Use the add/drop courses procedure as outlined in the College catalog.
13. Student responsibility to maintain clinical skills checklist each semester.
14. It is the student's responsibility to obtain returned paperwork/assignments by the end of the semester.
15. Students are expected to follow all College and Program specific policies.
16. Professionalism is expected at all times in the classroom.
17. Students are expected to keep assignments and evaluations for their 4th year portfolio.
18. It is expected that all students will attend and be prepared to actively participate in online course activities as applicable.

Professionalism and Communication

Clarkson College requires students to demonstrate characteristics relating to professionalism, including but not limited to, interpersonal skills, communication skills, appearance, use of constructive feedback, and responsibility. These characteristics are not explicitly part of a profession's core knowledge and technical skills but are nevertheless required for success. Please remember to always communicate with College faculty, staff, and administration in a timely manner through Clarkson College email accounts or phone numbers.

[Professional Expectations for all Programs](#)

Attendance

Students are responsible for attending all scheduled classes and clinical/practicum experiences. If a student misses a class or clinical/practicum experience, the student assumes responsibility for this action and will be subject to stipulations of policy.

Absences are considered either excused or unexcused. The student is responsible for notifying the theory and/or clinical faculty and the clinical agency when she/he is unable to attend a scheduled class or clinical assignment. The only exception will be when no students attend due to weather or other emergency, or as directed by faculty.

Clinical Absences

- Students who have missed any clinical or college laboratory experience may be brought to the attention of the course coordinator by the clinical faculty for review as necessary.
- Clinical experience is an essential component of nursing. A pattern of absences can result in failure to meet not only course competencies but achieve program progression. The student may be recommended to withdraw or be administratively withdrawn from the Nursing program.

Excused Absences

- Excused absences are those absences due to illness, personal crisis or College sponsored special events (i.e., NSSNA, workshops, college functions) where the student has contacted the clinical faculty prior to clinical start time.
- When an excused clinical absence is due to illness, the student will see a primary care health practitioner to obtain permission to return to clinical area. The clinical faculty may waive this

requirement when reviewing the nature of the illness and length of absence. The permission to return to clinical is added to the student's file.

- For an excused absence related to a special event, the student must receive approval from the clinical faculty. If approved, arrangements will be made to make up missed course work.
- In the event of a crisis in which the student is unable to notify the clinical faculty in advance, faculty will review the situation and determine appropriate arrangements.

Unexcused Absences

- An unexcused absence is any absence in which the student has not made contact, made prior arrangement, is blocked due to health and safety noncompliance, or has not been approved by the clinical faculty.
- The student is still required to meet the course competencies, no clinical make-up will be offered, and a clinical contract will be established.

Clinical Makeup for Excused Absences

- Clinical make-up requirements vary between courses, to meet competencies.
- Availability of clinical make-up cannot be guaranteed. The clinical faculty, clinical course coordinator and/or Program Clinical Coordinator will determine availability and method.
- If 20% of total clinical hours are missed make-up will be required at either a clinical site, simulation, or in-depth virtual clinical experience to meet competencies, this is at the discretion of clinical faculty and course coordinator.

Clinical Makeup for Excused Absences Extended Crisis/Emergency (Examples: Quarantine, Extended Illnesses, or Hospitalizations, Etc...)

- If 20% of total clinical hours are missed make-up will be required at either a clinical site, simulation, or in-depth virtual clinical experience to meet competencies, this is at the discretion of clinical faculty and course coordinator.
- An incomplete grade may be appropriate for extenuating circumstances.

Online Campus

Clarkson College will maintain an online presence. All courses will be accessed through the Clarkson College website under **Resources For > Online Campus > Canvas**. Tech support for courses offered in Canvas will be available 24/7 via the Help icon on Canvas.

The Student Success Guide has information on computer hardware and software, textbook ordering information, student email information, as well as a list of Clarkson College contacts. For additional information regarding the Online Campus, contact the Center for Teaching Excellence via email at cte@clarksoncollege.edu or by calling 402.552.2216 or 800.647.5500, ext. 22216.

Netiquette Guidelines

To carry out its mission, the College expects students to use the internet, the learning management system (LMS), and email in a professional manner. Activities that may be acceptable on your private account at home may not be acceptable when using your Clarkson College-authorized services. It is our right to require your ethical use of these electronic tools, and your duty to follow both netiquette and the policies governing their use. The purpose of Netiquette guidelines is to help clarify standards and acceptable etiquette for all electronic communication between the faculty and the student and/or student to student throughout the duration of the course. Please review albion.com/netiquette/corerules.html (link to an external site) for Netiquette guidelines.

SSG 101: Student Success Guide

The Clarkson College Student Success Guide prepares you to begin your college career and teaches you skills to assist you during your academic journey. This course is a great reference tool and will be available to you as long as you are enrolled at Clarkson College. You may return to it as often as needed.

You will be able to view this course prior to the first day of the term on your Canvas dashboard. However, your other courses will not be available until the semester officially starts. If SSG 101 does not show on your Canvas Dashboard, click **Courses > All Courses** on the left global navigation menu in Canvas and look for it on the list of courses available to you. From there, you can click the star icon to hide/unhide it from your Canvas dashboard.



Testing

Using LockDown Browser and Webcam for Online Testing

This course requires the use of LockDown Browser and a webcam for online testing. The webcam can be built into your computer or can be the type that plugs in with a USB cable. Watch this [short video](#) to get a basic understanding of LockDown Browser and the webcam feature. A student [Quick Start Guide](#) is also available. Next, download and install LockDown Browser from this link:

<https://download.respondus.com/lockdown/download.php?id=959950603>

Using LockDown Browser for Testing

This course requires the use of LockDown Browser for testing. Watch this [short video](#) to get a basic understanding of LockDown Browser. A student [Quick Start Guide](#) is also available. Next, download and install LockDown Browser from this link:

<https://download.respondus.com/lockdown/download.php?id=959950603><https://download.respondus.com/lockdown/download.php?id=959950603>

ELL Extended Testing Time Resource

English language learner (ELL) students are a diverse group of students whose primary language is not English. As ELL students continue to learn the English language, we recognize that translation during testing can pose a barrier. Therefore, if you are an ELL student, Clarkson College offers extended time to take your quizzes and exams in several courses. ELL students who enroll in this resource will receive extra time for each quiz and examination; 1st year=2X, 2nd year=1.5X, 3rd year=1.25X, 4th year=0X. Enrolling in this resource will have no negative repercussions for any student. Please speak with the course instructor to enroll in this resource. The faculty will complete an ELL Testing Modifications Form on the Testing Center website. See <https://www.clarksoncollege.edu/faculty-staff/index>

If the extended testing time overlaps with scheduled in-class activities, it is the student's responsibility to arrange alternate testing times with their instructor.

Course Calendar

Course Calendar available on Canvas

Evaluation Strategies

The evaluation methods for this course include satisfactory (pass) evaluation, which means meeting the competencies of the course and completing required clinical hours.

Clinical Evaluation

The student will be evaluated weekly according to the course competencies which are derived from the level program competencies of the Clarkson College Undergraduate Nursing Program. Learning experiences provided will give the student the opportunity to demonstrate satisfactory performance of the level competencies and professional behaviors. The student will review the clinical evaluation form with the clinical instructor weekly throughout the course.

Formative evaluation: is an **ongoing process** which provides data that can be used to develop a more complete evaluation of the student's performance in the course. Formative evaluation (ongoing) is done at intervals specified by the instructor. Anecdotal notes will be utilized to supplement the evaluation form when necessary.

Students will complete a self-evaluation at midterm and on completion of the course. This will include a rating of individual objectives and a narrative summary note.

The following scale will be used in the evaluation process of the level objectives:

- UA Unexcused Absence ***Student Did Not Follow Course Policy*****
Including (but not limited to): Failure to notify staff prior to designated time of inability to attend clinical, failure to attend clinical without notifying staff (excluding an emergent issue), or health and safety violation. Clinical makeup time will not be offered for unexcused absences
- Ex Excused Absence**
- NA Not Applicable**
- U Unsatisfactory**
 - a. unsafe, unskilled, inefficient, continuous verbal and physical cues needed
 - b. lacks confidence, unable to demonstrate caring behavior and therapeutic communication
 - c. assignment inconsistently completed after Clinical Instructor (CI) counseling, unable to incorporate CI comments or no changes made based on CI comments/counseling regarding repetitive error
 - d. demonstrates unprofessional behavior(s)
- IP In Progress**
 - a. safe care, requires frequent verbal and physical cues
 - b. affect and behavior appropriate most of the time, desired outcome most of the time
 - c. demonstrates improvement in completed assignments
- S Satisfactory**
 - a. safe, accurate, able to complete tasks on time, occasional supportive cues
 - b. affect and behavior appropriate every time, desired outcome every time

- c. assignments received, completed with minimal corrections
- E Exemplary**
- a. safe, accurate, proficient, coordinated, confident
 - b. affect and behavior exceeds expectations for level of course, seeks out learning opportunities
 - c. assignments completed without corrections needed

Students must consistently show satisfactory performance throughout the clinical experience to pass NS 454. Inconsistent performance of “IP” for more than two separate or consecutive weeks will result automatically in a “U” for the third instance. Two “U” ratings within the same category or within separate categories will require a clinical contract with the student’s clinical instructor. If student fails to show satisfactory performance in any categories in which the student previously received a “U” after a clinical contract was established, the student will not be able to successfully pass NS 454. An unexcused absence and a clinical rating of “UA” will automatically result in a required clinical contract and following of above expectations after clinical contract is established.

1. Faculty retain the right to issue an Unsatisfactory rating and require a clinical contract at any time a student is at risk for course failure, compromises patient safety, or as warranted by event severity.
2. Signature in the comment box will serve as student clinical evaluation acknowledgment documenting they have read the evaluation and understand their present level of achievement.

Summative evaluation: (final) is the composite of the clinical behaviors for the course. Achievement of **ALL** of the course competencies is mandatory to successfully complete the course. This includes satisfactory completion of the critical clinical experiences for NS 454 and demonstration of professional behaviors. Summative evaluation is scheduled when the clinical experience is completed.

The instructor will use the following criteria to indicate the student has progressively and consistently achieved the required behaviors:

P =	Pass
NP =	No Pass
IP =	In Progress (mid-term only)

Course/Program Policies

Program Policies

ATI

ATI exams are required of all undergraduate nursing students. Completion of the exam is identified in the respective course syllabi.

Students whose composite ATI score falls below the Proficiency Level 2, must complete the ATI Focused Review Process and retake that ATI test until the Proficiency Level 2 is achieved.

Failure to 1) take the ATI exam, 2) complete the Focused Review Process, and/or 3) retake the exam to achieve Proficiency Level 2 will result in an automatic course grade of incomplete for the course. The student must then complete the specific work to receive a grade for the course. This may impact the student’s progression in the nursing program and/or completion of the student’s program.

If an ATI exam is required during the semester you will be notified by your instructor.

The ATI for this course is RN Community Health

ATI PROGRESSION POLICY

The student must achieve the required passing score for the ATI exam before progressing to the next semester. The student needs to pass the ATI exam prior to 5:00 pm Friday of the first week of class. The

student will be allowed to register and attend class the first week. If the student does not pass the ATI exam prior to this deadline, the student will be required to drop the course.

ATI REMEDIATION POLICY

The clinical instructor will review the focused review notes after first failure and may offer to meet with the student after second failure for remediation counseling to address areas of weakness. The student must allow forty-eight hours for the focused review process before retaking the next proctored ATI exam. During the focused review process, consider using other sources to review topics such as your nutrition textbook, medical-surgical text, and ATI website. Under the section on ATI products is a “Learning tab” where additional resources for test taking are available, such as Nurse Logic and Achieve.

Health & Safety Requirements

Students entering nursing must submit evidence of good health. It is the responsibility of the student to maintain health and safety requirements. Students who are out of compliance with any health and safety requirements will be blocked from online campus program-specific clinical courses and will not be allowed to attend clinical until the requirements are met. Questions regarding health and safety may be directed to the Clinical Education Compliance office at 402.552.6206 or 402.552.6285.

Health and safety requirements are subject to immediate change in order to maintain compliance with state and federal requirements, Center for Disease Control requirements and standards of practice.

Undergraduate Nursing Health & Safety Procedure

“Blocking Process” for non-compliant students:

- Health and Safety Items are due by 4 p.m. the business day PRIOR to the appropriate College health and safety vendor’s stated due date.
- Rechecks of non-compliant students will **only** occur at 4 p.m. the next business day. Any students compliant will be unblocked and allowed to return to clinical at that time. **No** students will be unblocked before the 4 p.m. deadline.
- Students missing clinical due to noncompliance will result in an unexcused absence (please refer to the absence policy). No make-up assignments and/or clinical will be allowed.
- Student will meet with faculty to establish a clinical contract to outline expectations due to unexcused absence.

For a full list of requirements, refer to the [Health and Safety page](#) on the Clarkson College website

Course Policies

Absence Policy

Contact your clinical instructor by phone or pager to report an absence by one hour prior to the clinical start time. All student absences will require a make-up presentation assignment to be completed at the end of the semester.

Dress Code Policy

1. **Hair** – students must have human colored hair. Extreme looks such as multiple colors; extremes in bleaching, dyeing or tinting, or shaved eyebrows are not appropriate. Hair must be clean and pulled back from the face so as not to fall forward while giving a patient care. Beards or moustaches for men will be neatly trimmed.
2. **Make-up** – if worn, is to be conservative and not detract from the attire, uniform or work environment and must reflect a professional image.
3. **Nails** – need to be smooth, of a moderate length, and clean. Artificial nails, nail polish/products are not to be worn by anyone with responsibility for hand-on patient care, as they are an infection control risk.

4. **Jewelry** – decorative jewelry is to be conservative and not detract from the attire or work environment and must not pose a safety/infection risk. Jewelry should be minimal. Students are allowed:
 - *No more than one ring per hand (unless otherwise stated by the clinical agency). Plain-type wedding bands are preferred.
 - *No piercings on the body are permitted with the exception of one post/stud type earring on the lower ear lobe.
 - *Body piercings (other than the one piercing allowed in the lower ear lobe) will be removed for all clinical settings and experiences. Covering up body piercings with Band-Aids or other types of concealing methods (i.e. clear spacers, retainers, or make-up) are not permitted. This includes surgically implanted jewelry.
 - *One small necklace that fits snug to neck or is able to be tucked into a shirt is permitted. Dangling necklaces are a safety issue.
5. **Aftershave, cologne, and perfume** – will be applied sparingly, as patient's sensitivity to scents/odors must be considered at all times.
6. **Tattoos** – visible tattoos are not allowed. If a student has tattoo(s), clothing must completely cover the tattoo(s) or apply a concealing item if in an area that clothing does not cover.
7. **Personal cleanliness** – daily attention to one's personal hygiene is an extremely important component of each student's overall image. Students will maintain a high level of personal hygiene. Students' breath and clothing/lab coats must not smell of smoke.

NOTE: If a student chooses to wear piercings that are not visible (i.e., under the required clinical attire), Clarkson College will not be liable for injuries that may occur.

Community Setting Attire

- Uniform top: Clarkson College navy polo shirt or zip pullover with current college emblem (purchased from Clarkson College or approved vendor). Optional neutral color long sleeve shirt may be worn under polo (plain solid colored black, white, gray, beige, or brown shirt).
- Uniform pants: khaki scrub pants (purchased from Clarkson College or approved vendor).
- Shoes: all white or all black, all leather, closed-toed clean shoes. No prints, swirls, or designs in any color will be allowed on shoes. Wear neutral solid color socks.
- Clarkson College white lab coat with current college emblem (*Lab coat may be required at a clinical site. This information will be included on the clinical site information sheet available in the online course).
- Freshly laundered wrinkle free uniform needs to be worn daily in the clinical setting.
- Appropriate undergarments worn under clinical uniform and not visible.
- Clarkson College ID badge: photo must be visible and always worn at chest level.
- *A clinical site may have a specific requirement/s slightly different from the course policy. This information will be included on the clinical site information sheet available in the online course. If there is no clinical attire information included on the clinical site information sheet, the course clinical attire is expected to be followed.

Accessories

- Clarkson College ID Badge (photo visible and always worn at chest level)
- A conservative watch with second-hand function
- Black pen
- Bandage scissors
- Stethoscope
- Penlight

NS 454 Population Health Nursing –Global Health & Health Policy: Clinical

CLINICAL EVALUATION

The student will be evaluated weekly according to the course competencies which are derived from the level program competencies of the Clarkson College Baccalaureate Nursing Program. Learning experiences provided will give the student the opportunity to demonstrate satisfactory performance of the level competencies and professional behaviors. The student will review the clinical evaluation form with the clinical instructor weekly throughout the course.

CLARKSON CONCEPT: CARING

Level 4 Program Competency:

Evaluate caring relationships and behaviors which contribute to positive outcomes for client, families, communities, and populations as well as health care providers and health care systems

Course Competency:

Utilize safe and professional nurse caring behaviors (empathy, compassion, and respect) in the delivery of holistic health care to individuals, groups, communities, and/or populations in diverse practice settings

Integrate cultural, spiritual, psychosocial, and legal-ethical principles in the nursing process with clinical judgment to manage the health care of individuals, groups, communities, and populations in diverse practice settings

Apply the social determinants of health to achieve health equity among vulnerable and socially diverse populations and environments

Recognize the diverse health care needs of vulnerable populations in providing safe, culturally appropriate care

Perform a holistic assessment using a developmentally appropriate plan to implement safe care for individuals, groups, communities, and populations in diverse practice settings

Demonstrate knowledge of the inter-relation of concepts discussed in the course

1. Utilize safe and professional nurse caring behaviors in the delivery of holistic health care to individuals, groups, communities, and populations in diverse practice settings.
2. Facilitate an environment of active partnerships with clients, families or care providers regarding assessment, planning, implementation, and evaluation of care.
3. Evaluate self-effectiveness of nursing practice as related to evidence-based decision-making and make appropriate changes to improve outcomes for clients.
4. Recognize own attitudes of cultural and spiritually diverse backgrounds, ethnicity of the client, psychosocial background, and legal ethical principles.
5. Evaluate caring relationships and behaviors which contribute to positive outcomes for clients, communities, the population, health care providers, and the health care system.
6. Demonstrate cultural, spiritual, psychosocial, and legal-ethical principles in the nursing process with clinical judgment to manage the health care of individuals, groups, communities, and populations in diverse practice settings.

QSEN CONCEPT: CLIENT-CENTERED CARE

Level 4 Program Competency:

Analyze client-centered care with respect to health, environment, cultural preferences across the lifespan while respecting the client as the source of control.

Course Competency:

Utilize safe and professional nurse caring behaviors (empathy, compassion, and respect) in the delivery of holistic health care to individuals, groups, communities, and/or populations in diverse practice settings

Integrate cultural, spiritual, psychosocial, and legal-ethical principles in the nursing process with clinical judgment to manage the health care of individuals, groups, communities, and populations in diverse practice settings

Apply the social determinants of health to achieve health equity among vulnerable and socially diverse populations and environments

Recognize the diverse health care needs of vulnerable populations in providing safe, culturally appropriate care

Perform a holistic assessment using a developmentally appropriate plan to implement safe care for individuals, groups, communities, and populations in diverse practice settings

Integrate a population-based nursing approach when collaborating with community partners to promote health and foster health prevention and health maintenance

Analyze the nursing care given in the context of primary, secondary, and tertiary levels of prevention

Collaborate with the interprofessional team to design an evidence-based plan of care to promote quality outcomes

Incorporate evidenced-based decision-making and advocacy within the role of the Public Health Nurse

Demonstrate knowledge of the inter-relation of concepts discussed in the course

1. Utilize safe and professional nurse caring behaviors in the delivery of holistic health care to individuals, groups, communities, and populations in diverse practice settings.
2. Demonstrate cultural, spiritual, psychosocial, and legal-ethical principles in the nursing process with clinical judgment to manage the health care of individuals, groups, communities, and populations in diverse practice settings.
3. Provide client centered care with sensitivity and respect for the diversity of human experience.
4. Participate in clinical prevention and population-focused interventions with attention to effectiveness, efficiency, cost-effectiveness, and equity.
5. Utilize effective strategies for communication and conflict resolution advocating for clients, families, and members of the healthcare team.
6. Perform a holistic assessment using a developmentally appropriate plan to implement safe care for individuals, groups, communities, and populations in diverse practice settings.
 - a. physical and psychosocial assessments
 - b. social, cultural, and ethnic considerations
 - c. access to resources and barriers to care
 - d. health promotion and self-care management

QSEN CONCEPT: TEAMWORK AND COLLABORATION

Level 4 Program Competency:

Function effectively within nursing and interprofessional teams, fostering teamwork and collaboration with the client, family, communities, and populations

Course Competency:

Utilize safe and professional nurse caring behaviors (empathy, compassion, and respect) in the delivery of holistic health care to individuals, groups, communities, and/or populations in diverse practice settings

Integrate cultural, spiritual, psychosocial, and legal-ethical principles in the nursing process with clinical judgment to manage the health care of individuals, groups, communities, and populations in diverse practice settings

Integrate a population-based nursing approach when collaborating with community partners to promote health and foster health prevention and health maintenance

Collaborate with the interprofessional team to design an evidence-based plan of care to promote quality outcomes

Demonstrate knowledge of the inter-relation of concepts discussed in the course

1. Utilize safe and professional nurse caring behaviors in the delivery of holistic health care to individuals, groups, communities, and populations in diverse practice settings.
2. Function effectively within the nursing student scope of practice; recognizing the roles of the interprofessional health care team to foster teamwork and collaboration.
3. Collaborate with the interprofessional team to design an evidence-based plan of care to promote quality outcomes.
4. Utilize effective strategies for communication and conflict resolution with clients, families, and members of the healthcare team.
5. Identify system barriers to facilitate effective team functioning.
6. Demonstrate cultural, spiritual, psychosocial, and legal-ethical principles in the nursing process with clinical judgment to manage the health care of individuals, groups, communities, and populations in diverse practice settings.

QSEN CONCEPT: EVIDENCE-BASED PRACTICE (EBP)

Level 4 Program Competency:

Utilize evidence-based practice considering clinical expertise along with client and family preferences for the delivery of optimal health care

Course Competency:

Utilize safe and professional nurse caring behaviors (empathy, compassion, and respect) in the delivery of holistic health care to individuals, groups, communities, and/or populations in diverse practice settings

Integrate cultural, spiritual, psychosocial, and legal-ethical principles in the nursing process with clinical judgment to manage the health care of individuals, groups, communities, and populations in diverse practice settings

Collaborate with the interprofessional team to design an evidence-based plan of care to promote quality outcomes

Incorporate evidenced-based decision-making and advocacy within the role of the Public Health Nurse

Demonstrate knowledge of the inter-relation of concepts discussed in the course

1. Utilize safe and professional nurse caring behaviors in the delivery of holistic health care to individuals, groups, communities, and populations in diverse practice settings.
2. Utilize evidence-based practice considering clinical expertise along with client, family, communities, and populations for the delivery of optimal health care.
3. Demonstrate cultural, spiritual, psychosocial, and legal-ethical principles in the nursing process with clinical judgment to manage the health care of individuals, groups, communities, and populations in diverse practice settings.

QSEN CONCEPT: QUALITY IMPROVEMENT

Level 4 Program Competency:

Participate in data evaluation to monitor client outcomes to continuously improve the quality of health care

Course Competency:

Utilize safe and professional nurse caring behaviors (empathy, compassion, and respect) in the delivery of holistic health care to individuals, groups, communities, and/or populations in diverse practice settings

Integrate cultural, spiritual, psychosocial, and legal-ethical principles in the nursing process with clinical judgment to manage the health care of individuals, groups, communities, and populations in diverse practice settings

Demonstrate knowledge of the inter-relation of concepts discussed in the course

1. Utilize safe and professional nurse caring behaviors in the delivery of holistic health care to individuals, groups, communities, and populations in diverse practice settings.
2. Facilitate integration of evidence-based standards of practice within diverse practice settings.
3. Recognize the value for continuous quality improvement in clinical practice based on new knowledge.
4. Recognize the role of the nurse in teamwork, leadership, and interprofessional collaboration while assessing quality improvement measures which support evidence-based practice.
5. Demonstrate cultural, spiritual, psychosocial, and legal-ethical principles in the nursing process with clinical judgment to manage the health care of individuals, groups, communities, and populations in diverse practice settings.

QSEN CONCEPT: SAFETY

Level 4 Program Competency:

Evaluate standardized practices and technologies to minimize the risk of harm to clients and health care providers through both system effectiveness and individual performance

Course Competencies:

Utilize safe and professional nurse caring behaviors (empathy, compassion, and respect) in the delivery of holistic health care to individuals, groups, communities, and/or populations in diverse practice settings

Integrate cultural, spiritual, psychosocial, and legal-ethical principles in the nursing process with clinical judgment to manage the health care of individuals, groups, communities, and populations in diverse practice settings

Recognize the diverse health care needs of vulnerable populations in providing safe, culturally appropriate care

Demonstrate knowledge of the inter-relation of concepts discussed in the course

1. Utilize safe and professional nurse caring behaviors in the delivery of holistic health care to individuals, groups, communities, and populations in diverse practice settings.
2. Apply the nursing process with clinical judgment to provide safe care to individuals, groups, communities, and populations in diverse practice settings.
3. Comply with state and federal regulation for reporting client conditions of abuse and or neglect.
4. Utilize clinical judgment and critical thinking when making clinical decisions.
5. Utilize safety planning to guide clinical decision-making to prevent care and treatment errors.
6. Communicate hazards or safety concerns to the client or the health care team.
7. Demonstrate cultural, spiritual, psychosocial, and legal-ethical principles in the nursing process with clinical judgment to manage the health care of individuals, groups, communities, and/or populations in diverse practice settings.

QSEN CONCEPT: INFORMATICS

Level 4 Program Competency:

Analyze information and technology resources to build knowledge, select the mode of communication, to decrease error, and support decision making

Course Competencies:

Utilize safe and professional nurse caring behaviors (empathy, compassion, and respect) in the delivery of holistic health care to individuals, groups, communities, and/or populations in diverse practice settings

Integrate cultural, spiritual, psychosocial, and legal-ethical principles in the nursing process with clinical judgment to manage the health care of individuals, groups, communities, and populations in diverse practice settings

Utilize information management to provide cost-effective, comprehensive, accessible, and coordinated care

Demonstrate knowledge of the inter-relation of concepts discussed in the course

1. Utilize informatics to enhance knowledge to support evidence-based clinical decision making and error prevention in the delivery of client-centered care.
2. Appraise standardized practices and the use of information and technology resources to promote communication, client safety, and quality improvement and minimize risks for healthcare providers across the healthcare continuum.
3. Assume responsibility to protect the confidentiality of health care information for individuals, groups, communities, and populations within diverse practice settings.
4. Demonstrate cultural, spiritual, psychosocial, and legal-ethical principles in the nursing process with clinical judgment to manage the health care of individuals, groups, communities, and populations in diverse practice settings.

QSEN CONCEPT: PROFESSIONALISM

Level 4 Program Competency:

Analyze behaviors consistent with the ANA Code of Ethics, Nursing's Social Policy Statement, and Standards of Practice into the role of the professional nurse

Course Competencies:

Utilize safe and professional nurse caring behaviors (empathy, compassion, and respect) in the delivery of holistic health care to individuals, groups, communities, and/or populations in diverse practice settings

Integrate cultural, spiritual, psychosocial, and legal-ethical principles in the nursing process with clinical judgment to manage the health care of individuals, groups, communities, and populations in diverse practice settings

Integrate a population-based nursing approach when collaborating with community partners to promote health and foster health prevention and health maintenance

Incorporate evidenced-based decision-making and advocacy within the role of the Public Health Nurse

Demonstrate knowledge of the inter-relation of concepts discussed in the course

1. Maintain client confidentiality.
2. Demonstrate cultural, spiritual, psychosocial, and legal-ethical principles in the nursing process with clinical judgment to manage the health care of individuals, groups, communities, and/or populations in diverse practice settings.
3. Interact professionally with clients, health care team members, community partners, peers, and faculty.
 - Follow dress code and clinical attire policy
 - Attend all clinical experiences on time
 - Notify Faculty of absence according to course requirements
 - Adhere to clinical agency policies
 - Practice within the legal limits of a BSN student
 - Accept responsibility for own learning
 - Assume accountability for mistakes
 - Take action to make needed corrections
 - Exhibit honesty and truthfulness in interactions with client, staff, peers, and faculty
 - Complete own work
 - Turn in assignments when due
 - Exhibit physical and mental preparedness to give safe care
4. Act with integrity, consistency, and respect for differing views.
5. Use medical terminology and correct spelling in written work which is completed according to clinical agency and instructor/course directives.
6. Participate actively in all aspects of the clinical day, including pre-conference and post-conference activities.
7. Acts upon constructive criticisms.

Clarkson College Policies

Clarkson College reserves the right to change or modify the course delivery if the need arises due to federal, state, local and/or campus emergencies or national pandemics.

Academic Integrity

Clarkson College views academic integrity as a reflection of a student's personal integrity. Therefore, all students are required and expected to maintain the highest standards of academic integrity in the preparation of all work and examinations. Students found in violation of the Academic Integrity policy (SW-25) are subject to disciplinary action. Students can obtain more information about the Academic Integrity policy in the Clarkson College [Academic Catalog and Handbook, and website](#).

Accommodations

Clarkson College is committed to equal access to educational opportunities to otherwise qualified students with disabilities (Policy SW-2). Eligibility must be established before services can be provided, and accommodations are not retroactive. Students are encouraged to register with the Accommodations office as early as possible. Students can obtain more information about disability services and requirements by referring to the [Accommodations webpage](#), by sending an inquiry accommodations@clarksoncollege.edu or by calling 402.552.2277 or 800.647.5500, ext. 2277.

Clinical Education Compliance & Health & Safety Requirements

In compliance with regulatory bodies, it is the student's responsibility to meet and obtain clinical documentation and standards for health and safety requirements. These requirements are set by the individual program of study, including any General Education courses. All health and safety requirements are to be maintained by the student in their CastleBranch (myCB) account. Any other clinical documentation referred to as onboarding will be completed as directed by the clinical agency. Failure to achieve or maintain compliance by the designated due/renewal date(s) may result in a Code of Conduct (SW-18) violation. Any questions related to health and safety should be directed to the Clinical Compliance office at compliance@clarksoncollege.edu or by calling 402.552.6206 or 402.552.6285.

Adding & Withdrawal from a Course

A course may be added through the first five days of instruction in a semester or prior to the second class meeting in a short term. This also applies to transferring from one section of a course to another section. After the designated time, the approvals of the instructor and the Program Director of the course are required. A course may be withdrawn (Policy AA-3) and a refund granted if it is accomplished according to the tuition refund schedule. It is the student's responsibility to initiate a Change of Registration form. Contact your advisor for changes to your schedule, and your advisor will submit the completed form to the Registrar's office for processing. Clarkson College will not be responsible for completed forms given to faculty or staff for submission.

NOTE: Only Student Financial Services may authorize reimbursement of fees or tuition. Directors, faculty or staff are not authorized to approve reimbursement.

LENGTH OF COURSE

15-week course	On or before the 8th week of the course
12-week course	On or before the 7th week of the course
7.5-week course	On or before the 3rd week of the course
6-week course	On or before the 3rd week of the course

Courses may not be withdrawn during the final week of the semester period.

Attendance & Non-Attendance

Students are expected to attend all classes in which they are enrolled and follow the attendance policies of individual programs as specified in the course syllabus. Faculty will report, within two business days of the last class missed, the names of students who have two or more consecutive unexcused, three or more excused absences or a combination of three or more excused and unexcused absences during the semester to the [Registrar \(Policy AA-63\)](#). The non-attendance form will also be filed with Financial Aid and the Program Director.

Mission

Preparing students to professionally provide high quality, ethical and compassionate health care services.

Values

Learning

The lifelong process of education through both structured and unstructured experiences.

Caring

An empowering relationship through an attitude of empathy, compassion and respect for those with whom we interact, serve and lead.

Commitment

Dedication and accountability to the shared mission of Clarkson College.

Integrity

Adherence to moral and ethical standards in personal, professional and organizational actions.

Excellence

A level of performance in which all individuals strive for extraordinary quality.

