SAGRADO
Universidad del Sagrado Corazón

SCHOOL OF HEALTH AND SCIENCES
NURSING PROGRAM

SYLLABUS

TITLE:	Community Health Clinic
CODE:	ENL 440
PREREQUISITES:	On campus: ENF 301, ENL 301 Online: QUI 118, BIO 102, ENF 101/ENF 102, ENF 101T, ENL 101, ENF 231, ENF 231T, ENF 206, ENL 206, ENF 230, ENF 341, ENF 341T, ENL 341, ENF 342, ENF 342T, ENL 342, ENF 301, ENF 301T, ENL 301, ENF 349, ENL 349, ENF 402, ENF 402T, ENL 402, ENF 440, ENF 434
CORREQUISITES:	On campus: N/A Online: ENL 434
CREDITS:	2 credits | 90 clinic lab hours

DESCRIPTION

This course provides the student with the opportunity to put into practice the knowledge and skills learned to promote the adaptation process of individuals, families, and the community. It develops nursing roles in health promotion, health maintenance, disease prevention, and rehabilitation by applying Sister Callista Roy's nursing process and adaptation theory in the community. The student has the opportunity to analyze and discover different situations and intervention alternatives, applying the findings of evidence-based practice research, so that they relate to the real problems established and understand how the individual, the family, and the community adapt to their environment. These experiences facilitate the development of ethical, moral, and legal concepts when offering services to the community. In addition, it allows them to develop a sense of awareness and social responsibility, while strengthening leadership, self-esteem, and self-confidence. Uses decision-making in problem-solving and collaborative and teamwork skills.

JUSTIFICATION

The dramatic decrease in fiscal resources for health services, and the increase in costs, population, and longevity require trained professionals to provide quality and cost-

effective services in the community. It is necessary to prepare nursing professionals who can face socio-cultural changes, with high technological proficiency and who can influence the lifestyles of individuals, families, and communities.

COMPETENCES, LEVEL IV

Upon completion of the course, students will be able to:

1. Use critical thinking in the nursing process according to the adaptation model, to provide nursing care to the individual, family, and community according to their stage of growth and development. Ess II.
2. Use the decision-making process with and for the family and community, incorporating ethical-legal, cultural/spiritual, humanistic, leadership, and safety guidelines. Ess III.
3. Evaluate care by promoting the health of the individual, family, and community in the phases of prevention, cure, and rehabilitation, supported on an evidence-based nursing practice, considering its position on the health-disease continuum in the different scenarios. Ess III.
4. Use the principles and concepts of epidemiology, biostatistics, demography, and public health in the study of vulnerable populations in order to implement safe and effective interventions for health maintenance and disease prevention. Ess III.
5. Use different sources of information, including technological resources, in their nursing role to develop knowledge and promote their professional development and the adaptation of the family and community. Ess IV.
6. Integrate the ethical-legal, social, moral, and spiritual responsibility of the nursing profession into humane and holistic care by applying basic knowledge, health policies, and environmental regulations to promote individual and family adaptation in the community. Ess V.
7. Coordinate with members of the interdisciplinary team to meet educational and health needs, identified in the family and in the community, according to stages of growth and development and cultural diversity. Ess VI.
8. Provide care to families, the elderly, and vulnerable populations in non-traditional settings, incorporating safety guidelines, critical thinking skills, communication process, and evidence-based knowledge with an emphasis on promoting health and well-being. Ess VI.
9. Use knowledge of the cultural diversity of individuals, families, and communities to promote health in an ever-changing society. Ess VII.
10. Integrate continuous personal and professional development in the updating of their nursing role through participation in activities that promote care, excellence, ethics, respect, communication, responsibility, compassion, continuous learning, and teamwork, for the adaptation of the individual, family, and community. Ess VIII.
11. Integrate leadership in the planning of humanistic and holistic client-centered care, which reflects the stages of growth and development of the human being,

pathophysiology, pharmacology, culture, medical and nursing management, through the health-disease continuum, as well as in the adaptive modes of the individual, family, and community. Ess IX.

12. Apply the nursing process by integrating clinical judgment into safe, effective, efficient, timely and equitable nursing decision-making and interventions for the care of families and vulnerable populations. Ess IX.

PROFESSIONAL GUIDES AND STANDARDS

The curriculum is guided by the following documents:

American Association of Colleges of Nursing. (2008). *The Essentials of Baccalaureate Education for Professional Nursing Practice*. Author. https://www.aacnnursing.org/Portals/42/Publications/BaccEssentials08.pdf

American Nurses Association. (2015). *Guide to Nursing's Social Policy Statement: The Essence of the Profession* (3rd ed.). Author.

American Nurses Association. (2015). *Nursing: Scope and Standards of Practice* (3rd ed.). Author.

Colegio de Profesionales de la Enfermería de Puerto Rico. (2008). *Código de ética*. Author.

Colegio de Profesionales de la Enfermería de Puerto Rico. (2018). *Estándares de Práctica de la Enfermería en Puerto Rico*. Author.

Department of Health and Human Services. (2017, July 10). *Institutional Review Boards and the HIPAA Privacy Rule Information for Research.* https://www.hhs.gov/hipaa/index.html

Fowler, M. (2015). *Guide to the Code of Ethics for Nurses with Interpretive Statements*. American Nurses Association.

CONTENTS

I. Presentation Of the Philosophy, Objectives, Norms, And Policy of The Agencies Included in The Programming, According to Availability (Environmental Health, Occupational Health, School Health, Military Health, Correctional Health, Hospice, Home Health, Nursing Homes, Homeless Care, Among Other Facilities)

   A. Guidance by the staff of the agencies visited

   B. Interviews with nursing staff

C. Touring the facility

D. Risk inspection (inspection walkthrough)

E. Reading administrative manuals, rules, and procedures

F. Sources of income to subsidize operating expenses or laws that apply to it

G. Analyzes, uses, and applies the essential theories and concepts that facilitate the study of the family, vulnerable populations, and the community as clients.

H. Coordinates with interdisciplinary team members to meet educational and health needs, identified in the family and community, according to stages of growth and development.

II. Performs the Roles of Community Health Nurse and Multidisciplinary Team Nurse

A. Describes and practices the roles of the nurse practitioner in the community.

B. Becomes familiar with the essential nursing functions in different agencies such as school health, correctional health, occupational health, and others.

C. Practices the different procedures performed on the patient and the use of technological equipment (audiometry, lung function, stress tests, etc.).

D. Describes the roles of nurses according to their work scenario.

E. Visit to different agencies and scenarios of community health work.

F. Organizes health services and community data.

G. Analyze the data.

H. Compare the functions and services offered in accordance with the standards of practice.

I. Participates in promotion, prevention, maintenance, and follow-up clinics.

J. Develops critical thinking by using the nursing process according to Sister Callista Roy's adaptation model, to provide nursing care to the individual, family, and community according to their stage of growth and development.

III. Become familiar with at least three of the different clinical scenarios according to the special populations.

A. Visit to the community

B. Visiting community agencies

C. Visit to the industry

D. Visit to an environmental health agency

E. Correctional health visit

F. School health visit

G. Visit to a service center for the homeless

H. Visiting volunteer health services

I. Home health agency visit

J. Visit to community diagnostic and treatment center

IV. Demonstrates Leadership in Providing Quality and Safe Nursing Care Services That Reduce Risks of Danger to The Individual, Family, And Community.

A. Utilizes the decision-making process with and for the family and community.

B. Incorporates ethical-legal, cultural/spiritual, humanistic, research, and management and leadership principles.

V. Demonstrates Competencies in The Application of Safety Guidelines, Evidence-Based Therapeutic Findings, Information Technology Skills, Cultural Competency, And Health Literacy to Family and Community Nursing Practice.

A. Analyzes cultural diversity when planning interventions with the family and community.

B. Consider safety when intervening with family and community.

1. Instruct family members on the safety measures they should maintain when entering and leaving the home.

2. Counsel the family about the medications they take and their side effects, and whether they can drive or take precautions for their safety.

VI. Integrates Continuous Personal and Professional Development in The Updating of Their Nursing Role, Through Participation in Activities That Promote Care, Excellence, Ethics, Respect, Communication, Responsibility, Compassion, Continuous Learning and Teamwork, For the Adaptation of The Individual, Family and Community.

A. Properly prepares to offer educational talks, care, and other interventions, thus increasing their continuous personal and professional development.

B. Supports its interventions in excellence, ethics, respect, and other related competencies.

VII. Integrates The Legal, Ethical, Moral, Aesthetic, And Artistic Aspects Related to Public/Community Health

A. Patient’s bill of rights

B. Employee rights

C. Read and comply with existing protocols in the agencies, with ethical, legal, and moral implications.

D. Integrates ethical-legal, social, moral, and spiritual responsibility in the nursing profession, in humanistic and holistic care by applying basic knowledge, health policies, and environmental regulations, to promote individual and family adaptation in the community.

E. Recognizes the importance of providing palliative care to individuals diagnosed with catastrophic or terminal illnesses.
    1. Education on a diagnosis or disease
    2. Pain management
    3. Discusses the individual's values and beliefs about managing illness and death
    4. Assists in decision-making about disease and treatments
    5. Select the palliative care to receive
    6. Involve the family in the care offered

VIII. Application Of the Nursing Process in The Promotion of Adaptive Behaviors in The Community

A. Community visits

B. Uses an estimation instrument designed to collect and plan community care.
    1. Collect data from different sources, using the indicated instrument
    2. Synthesize data
    3. Analyze data
    4. Formulate diagnostics
    5. Set priorities and discuss them with family

C. Plans activities according to the problems identified and intervenes, in coordination with the family
    1. Referrals to health agencies
    2. Coordination of activities with other members of the multidisciplinary team
    3. Execution of nursing activities according to the identified needs.

IX. Identification Of Environmental Risks in The Community (Objective 2)

A. Community visits

B. Identifies risks related to safety and security.

C. Refers to Community Agencies

D. Coordinates with members of the multidisciplinary team

X. Application Of the Nursing Process When Estimating the Family. (Objective 9)

A. Home visits of the selected family

B. Provide care to families, the elderly, and vulnerable populations in non-traditional settings, incorporating safety guidelines, critical thinking skills, communication process, and evidence-based knowledge with an emphasis on promoting health and well-being.

C. Estimation of the family, applying the instrument designed for course
    1. Collect data from different sources
    2. Identify family tasks
    3. Synthesize data
    4. Analyze data obtained
    5. Nursing diagnostic formula
    6. Set priorities
D. Planning activities according to identified problems
    1. Makes referrals.
    2. Coordinates activities with other members of the health team.
    3. Execute actions according to identified needs.
E. Document findings

XI. Use Of Epidemiological and Social Models When Intervening with Individuals, Families, And the Community
A. Analyzes statistics of conditions prevalent in clinics and emergency rooms
B. Analyzes teenage pregnancies
C. Service Utilization Inventory
D. Estimation of conditions that are most prevalent in children.
E. Coordination of care with other members of the multidisciplinary team
F. Designs an action plan according to identified needs
G. Execution of the plan

XII. Compile Data on Social Issues Affecting the Community
A. Community visits
B. Interviews
    1. Community members
    2. Community groups
    3. Data in community agencies such as the police
C. Existence of problems that interfere with quality of life
D. Referring cases
E. Coordination with other members of the health care team
F. Volunteer at a community agency
G. Document the experience in the given format

XIII. Application Of the Nursing Process in The Promotion of Adaptive Behaviors of

The Client and Family at Risk. (Objective 3)

A. Estimation of the at-risk family
    1. Collecting data from different sources
    2. Identify risks in the family
    3. Synthesize the data
    4. Analyze data obtained
    5. Formulate nursing diagnoses
    6. Set priorities
    7. Apply the nursing process by integrating clinical judgment into safe, effective, efficient, timely, and equitable decision-making and interventions for the care of families and vulnerable populations.

B. Planning activities according to identified problems
    1. Makes the necessary referrals
    2. Coordinate activities with other members of the health team
    3. Execute actions according to identified needs
    4. Utilizes knowledge of the cultural diversity of individuals, families, and communities to promote health in an ever-evolving society.
    5. Integrate leadership in the planning of humanistic and holistic client-centered care, which reflects the stages of growth and development of the human being, pathophysiology, pharmacology, culture, medical and nursing management, through the health-disease continuum, as well as in the adaptive modes of the individual, family, and community.

C. Document findings

XIV. Evaluation Of the Clinical Experience of The Facilities Used and The Achievement of The Objectives.

A. Evaluates health care by promoting the health of the individual, family, and community in the phases of prevention, cure, and rehabilitation, grounded in evidence-based nursing practice, considering its position on the health-disease continuum in the different scenarios.

B. Utilizes nursing research findings to promote the health of the individual, family, and community.

C. Uses the principles and concepts of epidemiology, biostatistics, demography, and public health in the study of vulnerable populations in order to implement safe and effective interventions for health maintenance and disease prevention.

XV. Evaluation Of the Clinical Experience of The Agencies Visited and The Management, Prevention and Promotion of Health in Disaster Management

A. Evaluates the disaster management plan of the agencies visited
B. Recognizes the role of municipal, state, and federal agencies in the disaster management plan designed.
C. Utilizes caregiving knowledge in health promotion and disease prevention in individuals affected by a disaster.
D. Performs an epidemiological analysis in the study of the populations involved during a disaster management process.

METHODOLOGY

- Community case study
- Family care plan
- Visits to different nursing settings
- Community visits
- Family visits
- Portfolio
- Competency-based clinical experience assessment
- Volunteer service
- Daily reflections

EVALUATION

ON CAMPUS

Clinical performance	25%
Care plan (1 family, 1 community)	25%
Clinical portfolio (volunteer service, daily reflections)	15%
Teaching plan	15%
Clinical simulation (2)	10%
ECOE (2)	10%
Total	**100%**

ONLINE

Clinical performance	25%
Care plan (1 family, 1 community)	25%
Clinical portfolio (volunteer service, daily reflections)	15%
Teaching plan	15%
Clinical simulation (2)	10%
ECOE (2)	10%
Total	**100%**

LEARNING ASSESSMENT

- Immediate written reaction
- Focused list
- SQA
- Discussion of hypothetical cases or situations
- ECOE (after simulation)

BIBLIOGRAPHY

TEXTBOOK

DeMarco, R. F., Healey-Walsh, J. (2019). *Community and Public Health Nursing: Evidence for Practice*. Lippincott Williams & Wilkins. ISBN-13: 978-1975111694

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Wolters Kluwer, │Lippincott│Williams & Wilkins.

Makic, M. B. F., Martin, S. A., Burns, S., Philbrick, D., & Rauen, C. (2013). Putting evidence into nursing practice: Four traditional practices not supported by the evidence. *Critical Care Nurse, 33*(2), 28-44. doi:10.4037/ccn2013787

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Perry, A. E., Potter, P.A. (2014). *Clinical Nursing Skills & Techniques*. (8th ed.). Mosby.

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Smith, C. M., Maurer, F. A. (2013). *Community/Public Health Nursing Practice* (5th ed.). Elsevier Saunders. ISBN: 978-1-4557-0762-1

ELECTRONIC RESERVE RESOURCES

Barry, C.D., Gordon, S.C., & Lange, B. (2007). The usefulness of the community nursing practice model in grounding practice and research: Narratives from the United States and Africa. *Research & Theory for Nursing Practice, 21*(3), 174-184. http://proxycobimet.net:2048/login?user=sdtejfwe12&pass=sdfETsdeRT!@2&url=http://ip-50-63-24-225.ip.secureserver.net:2054/login.aspx?direct=true&db=c8h&AN=2009652138&lang=es&site=eds-live

Sattler, B. (2005). Policy perspectives in environmental health: Nursing's evolving role. *AAOHN Journal: Official Journal of the American Association of Occupational Health Nurses, 53*(1), 43-51. http://proxycobimet.net:2048/login?user=sdtejfwe12&pass=sdfETsdeRT!@2&url=http://ip-50-63-24-225.ip.secureserver.net:2054/login.aspx?direct=true&db=c8h&AN=2005109187&lang=es&site=eds-live

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Weston, M.J., Falter, B., Lamb, G.S., Mahon, G., Malloch, K., Provan, K.G., et.al. (2008). Health care leadership academy: A state-wide collaboration to enhance nursing leadership competencies. *Journal of Continuing Education in Nursing, 39*(10), 468-472. http://proxycobimet.net:2048/login?user=sdtejfwe12&pass=sdfETsdeRT!@2&url=http://ip-50-63-24-225.ip.secureserver.net:2054/login.aspx?direct=true&db=c8h&AN=2010072244&lang=es&site=eds-live

ELECTRONIC RESOURCES

http://communitynursing.jbpub.com

http://www.mosby.com/MERLIN/community-stanhope

http://www.nln.org/

http://www.cochrane.org

http://www.wileyeurope.com/WileyCDA/Section/id-101093.html

For more information resources related to the course's topics, access the library's webpage http://biblioteca.sagrado.edu/

REASONABLE ACCOMMODATION

For detailed information on the process and required documentation you should visit the corresponding office. To ensure equal conditions, in compliance with the ADA Act (1990) and the Rehabilitation Act (1973), as amended, any student in need of reasonable accommodation or special assistance must complete the process established by the Vice Presidency for Student Affairs.

- Students participating in the Student Support Program (PAE, in Spanish) shall

request their reasonable accommodation in PAE's offices.

- Students who do not participate in PAE shall request their reasonable accommodation at the Integral Wellness Center (*Centro de Bienestar Integral*, in Spanish).

ACADEMIC INTEGRITY

This policy applies to all students enrolled at Universidad del Sagrado Corazón to take courses with or without academic credit. A lack of academic integrity is any act or omission that does not demonstrate the honesty, transparency, and responsibility that should characterize all academic activity. Any student who fails to comply with the Honesty, Fraud, and Plagiarism Policy is exposed to the following sanctions: receive a grade of zero in the evaluation and / or repetition of the assignment in the seminar, a grade of F (*) in the seminar, suspension, or expulsion as established in the Academic Integrity Policy effective in November 2022.

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