UNIVERSITY OF CENTRAL FLORIDA
College of Nursing
Community Health Nursing Clinical
Teaching Project
(Completed Outline to be given to CNC Faculty BEFORE project is presented)

Document must be completed as a Microsoft Word Document.

Student/s: (can be a group of three-four students, no more than four students on each project)
Date:
Title of Presentation:
Who is the audience for the presentation? (The number of clients expected, age of audience, reason they
are together (e.g. members of a Head Start Class, clients with high blood pressure at the <name> clinic)

Why is a class on this topic needed?

What prior knowledge and/or experience do you anticipate that the expected audience members have on
this topic?

How have you assessed readiness to learn and what were your findings?

What are the educational, cultural, or other unique characteristics of this group that impact the class?

How will you modify the environment to promote learning?

The following format is to be used to outline your plan for the class itself. Learning objectives must be for
the learners!! For example, “Participants will demonstrate breast self exam” NOT “Teach breast self
exam”

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Content</th>
<th>Methods</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner objectives (2-3 for a 30 minute class)</td>
<td>What you will actually teach - Should be directly related to learner objectives?</td>
<td>How you will teach each item (lecture, visual aids, demonstration, return demonstration)?</td>
<td>How you will validate the learning occurred and the objective was met?</td>
</tr>
</tbody>
</table>

After the presentation, add an analysis narrative paragraph of the audience’s reaction to your
teaching. What did/did not work? What would you do differently next time?
NOTE: Each member of the small teaching project group must submit an individual final report.
ADDITIONAL INFORMATION:

- Guidelines for the completion of the Ecomap are taught in the NUR 3634 Community Health Nursing Course; an example is in the Maurer & Smith textbook and an example is posted on the NUR 3634 Community Health Nursing Web Courses site
- Guidelines for completion of the Community Assessment Project are found in the NUR 3634 Community Health Nursing Course
- The Form for the Care Plan is found in the NUR 3825 Roles Course class materials
- The NUR 3634L Clinical Performance Evaluation Instrument (CNC-F3) is a separate document found in this syllabus that your CNC clinical faculty will complete on your clinical work.
Narrative Service-Learning Reflection Journal Guidelines

The narrative service-learning reflection journal is your opportunity to demonstrate to CNC clinical faculty your ability to critically think through situations. The journal is an important tool that faculty use in evaluating student progress since faculty may not be able to directly observe all activities of each student. Please understand the importance of this assignment that is completed at the end of each week in the CNC. The entries in to the word processed journal should be in ONE file throughout the semester, adding each week reflection clearly marked by date of entry.

**Purpose:** To help the student grow in the area of critical thinking and reasoning. The journal is the student's response to learning activities, inclusive of self-reflection and evaluation.

**Requirements for the Service-Learning Reflective Journal:**
- This is NOT a diary. Just saying what you did each day is not enough to meet the expectations of reflective learning.
- Journal is to be submitted electronically each week to your CNC clinical faculty on the day/time designated by your CNC faculty.
- Journals CANNOT be submitted to the Discussion area on the CNC Web Courses page.
- Failure to submit the Journal will result in an unsatisfactory clinical evaluation for the week.
- Refer to the student handbook regarding unsatisfactory clinical evaluations.

**Answer in short essay narrative format each of the following questions – use the question as the header for the narrative entry:**

**Date of entry**
- What was my service-learning outreach today?
- What impact did my service have on the community today?
- What did I learn?
- What specific clinical course objective did I accomplish with today’s service?
- How did I make a difference with my nursing care while performing this service-learning activity today?

State any special requests or concerns for your CNC clinical faculty.
# NUR 3634: Community Health Nursing Individual Health Promotion Plan Paper Grading Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Possible Points</th>
<th>Earned Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of Literature of Health Problem Why is this diagnosis a health problem for this target group?</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review of Literature of Health Problem What are the current nursing interventions for this problem?</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review of Literature of Health Problem What interventions have been successful and what interventions have NOT been successful?</td>
<td>6</td>
<td></td>
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</tr>
<tr>
<td>Short Term Goal</td>
<td>2</td>
<td></td>
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</tr>
<tr>
<td>Objective One; Objective Two; Objective Three &amp; appropriate domain according to directions (4 points per each Objective/Domain)</td>
<td>12</td>
<td></td>
<td></td>
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<tr>
<td>Explanation of Objectives ~ addressing items according to paper directions (1 point per aspect)</td>
<td>5</td>
<td></td>
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<tr>
<td>Budget</td>
<td>3</td>
<td></td>
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<tr>
<td>Objectives 1, 2, and 3 Health Promotion Strategies/Methods Primary Prevention Strategies – Appropriate (5 points per objective)</td>
<td>15</td>
<td></td>
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</tr>
<tr>
<td>Objectives 1, 2, and 3 Health Promotion Strategies/Methods Secondary Prevention Strategies – Appropriate (5 points per objective)</td>
<td>15</td>
<td></td>
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<tr>
<td>Evaluation Plan – Based on objectives</td>
<td>3</td>
<td></td>
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<tr>
<td>Must have at least three (3) nursing evidence-based literature/journal cites (2 points per each required nursing cite)</td>
<td>6</td>
<td></td>
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<tr>
<td>Content:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Grammar</td>
<td>5</td>
<td></td>
<td></td>
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<tr>
<td>Spelling</td>
<td>2</td>
<td></td>
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<tr>
<td>Format according to Guidelines</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APA Format-Title Page</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APA Format-Body of Paper (including citations)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APA Format-Reference Page</td>
<td>5</td>
<td></td>
<td></td>
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<tr>
<td>Score</td>
<td>100</td>
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<tr>
<td>Deduction for Late Paper (Five points per day)</td>
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<tr>
<td>Final Score</td>
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</tbody>
</table>

Revised 12/20/2010/AB
This schedule may be modified at the discretion of the Faculty. Changes will be discussed in class and/or via course email.

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic</th>
<th>Goals/Outcomes</th>
<th>Reading Assignments</th>
<th>Assignments/Due Dates</th>
<th>CNC coordinating activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/18/11</td>
<td>Review Course Syllabus</td>
<td>- Understand course requirements &amp; expectations.</td>
<td>Course &amp; Clinical Syllabi</td>
<td>Individual Assignment #1: Complete two (2) UCF Information Literacy modules (Avoiding Plagiarism &amp; APA format) with a score of at least 90% for each. (10 points each for complete assignment) Part A. Avoiding Plagiarism Literacy Module <a href="https://obojobo.ucf.edu/view/1974">https://obojobo.ucf.edu/view/1974</a> Part B. APA Format Literacy Module <a href="https://obojobo.ucf.edu/view/1975">https://obojobo.ucf.edu/view/1975</a> You have 4 opportunities to achieve this score. If you have completed the modules for another course your grade will be imported. DUE DATE: May 24 @ 11:59 p.m. Individual Assignment #2: Complete four (4) Tobacco CME modules.</td>
<td>Review Clinical Syllabus/materia</td>
</tr>
<tr>
<td>5/19/11</td>
<td>Review Clinical Course Syllabus</td>
<td>- Access and bookmark the Elsevier Evolve website: <a href="https://evolve.elsevier.com/staticPages/s_enroll.html">https://evolve.elsevier.com/staticPages/s_enroll.html</a> <a href="http://evolve.elsevier.com/maurer/community/">http://evolve.elsevier.com/maurer/community/</a> - Define the concepts of health, health status, and health risk as related to community health nursing practice. - Discuss nursing practice guidelines, protocols and national prevention initiatives. - Define communities in terms of structure, function, process, and vulnerability.</td>
<td>Maurer &amp; Smith (M &amp; S): Ch1;2; 3; 15</td>
<td>Students to meet in CNC clinical group after class; Instructor will provide information about clinical site and activities for week</td>
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<tr>
<td>5/19/11</td>
<td>Meet CNC clinical instructor/group</td>
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<td>Begin data collection for Community Assessment; Windshield survey, bus ride; walkabout Submit report as directed to</td>
<td>Begin data collection for Community Assessment; Windshield survey, bus ride; walkabout Submit report as directed to</td>
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<tr>
<td>Date</td>
<td>Assignment</td>
<td>Instructions</td>
<td>Due Date</td>
<td>Grading</td>
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<tr>
<td>5/25/11</td>
<td>Overview of Community Assessment</td>
<td>- Describe social, cultural, and ethical aspects of community health nursing</td>
<td>M &amp; S: Ch. 12; 13; 16; 17;</td>
<td>Identify potential cultural/ethnic groups (5-6 students/group) for the Cultural Health Promotion</td>
<td>Course Instructor to assign students</td>
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<td></td>
<td>Copy &amp; paste the four certificates into one Word document. Submit as an attachment to the Assignment Drop Box in Web Courses. Grade Points = 40 points <strong>DUE DATE: June 14 @ 11:59 p.m.</strong></td>
<td></td>
<td>clinical instructor in post conference Graded Satisfactory (S)/Unsatisfactory (U) <strong>Due Date:</strong></td>
<td><strong>Identify key informants for the Key Informant Interview as part of the Community Assessment Project; Submit assignment as directed to clinical instructor at end of experience</strong> Graded Satisfactory (S)/Unsatisfactory (U) <strong>Due Date:</strong></td>
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<tr>
<td>Date</td>
<td>Task</td>
<td>Notes</td>
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<tr>
<td>6/1/11</td>
<td>Exam I 50 questions 1st hour of class</td>
<td>Health Promotion Models</td>
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<td>Bring one Raspberry Scantron &amp; Pencil for exam &amp; Student ID #</td>
<td>M &amp; S: Ch 7; 18</td>
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<td>- Describe principles of epidemiology and environmental health in</td>
<td>Complete Discussion Board Assignment - Epidemiology Case Study.</td>
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<td>the assessment of communities. - Discuss levels of prevention and</td>
<td>Determine which small group you have been assigned to, you are</td>
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<td></td>
<td>implications for health care in the community.</td>
<td>divided into one of the two groups with your CNC name. Copy/paste</td>
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<td>answers directly into dialogue box using the Enable HTML Creator;</td>
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<td>Continue to work on cultural project and CNC Community Assessment</td>
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<td>Project (Data Collection/An</td>
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</table>

**Presentation Assignment**

- Design a community focused health promotion plan.
- Review: Health Literacy URL Link to Florida Literacy Coalition for Health Literacy Curriculum (scroll down on the page to view *Staying Healthy*)
- M & S: Ch 10; 20
- Purnell & Paulanka: Ch 1, 2 & match chapter to cultural assessment group project

**Overview of Cultural Poster Project**

- M & S: Ecomap - pp 345-451
- M & S: Ch 1, 2, & match chapter to cultural assessment group project

**(5-6/group) for Cultural Health Promotion Project.**

- Work on Cultural Health Promotion Small Group Project
- Continue collecting demographic/morbidity/mortality data for CNC Community Assessment Project
<table>
<thead>
<tr>
<th>Date</th>
<th>Overview of Community Health Care Plan-UCF/CON expectations</th>
<th>Communicable Diseases</th>
<th>Environmental Health Nursing - Complete in class HP</th>
<th>M &amp; S: Ch 8; 9;16; 17;18;19 Review <a href="http://www.epa.gov">www.epa.gov</a></th>
<th>CNC Group Work (3 small groups/CNC) Complete Healthy People 2020 in class activity – Download document from Web Courses site; bring form to class. Feedback will be provided by course faculty. This information will be part of the Community Assessment Report Cultural Project Presentations Due: 6/8/11 11:59PM to discussion board and drop box Presentation Score 100</th>
<th>Cultural project presentation due Discuss/Complete CHN Care Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/8/11</td>
<td>- Describe role of communicable disease in epidemiology &amp; environmental health. - Describe principles of epidemiology and environmental health in the assessment of communities. - Describe community-oriented health promotion, maintenance, and restoration models of intervention. - Design a community-focused health promotion plan.</td>
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</table>
| 6/15/11 | Review Guidelines for individual health promotion plan paper; topics assigned by instructor | - Review most current CD Immunization Schedules -Analyze health promotion strategies across the lifespan.  

Download Current Child & Adult Immunization Schedules from http://www.cdc.gov | M & S, Ch 8; CDC Immunization Schedules for children and adults  

M & S: Ch 23; 24; 27  
Review http://www.cdc.gov  
Healthy People: 2020 | Complete/submit Tobacco CME Modules by due date | Submit CNC group Community Assessment Group Project Presentations and Bibliography in designated Assignment Drop box due Online 6/15/11 11:59 PM to discussion board and drop box  
Presentation Score 100  
Discussion Board Posting 5 points. |
| Health Promotion: Children Teen Pregnancy | (review relevant objectives for this topic) | **Individual Assignment #4:** Complete Child Environmental Health Case Study Complete case study; copy/paste answers in to Designated Assignment Function box using the Enable HTML Creator; NO ATTACHMENTS Grade Points = 5 points DUE DATE: June 21 @ 11:59 p.m. **Late submission policy** application to this assignment. |

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/29/11</td>
<td>Tobacco Prevention Presentation by Central Florida/Northeast Florida Area Health Education Centers (AHEC)</td>
<td>Tobacco Cessation Program Directors (following Tobacco Lecture)</td>
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<tr>
<td></td>
<td>-State/national tobacco statistics &amp; trends</td>
<td>-Motivational interviewing techniques to implement with tobacco users-speaking to clients</td>
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<td></td>
<td>-Recommendations: U.S. DHHS: <em>Treating Tobacco Use &amp; Dependence-Clinical Practice Guideline 2008 Update</em></td>
<td>-Stages of behavior change and effective tobacco cessation strategies;</td>
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<td>-Pharmacotherapy treatments &amp; NRT;</td>
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<td></td>
<td></td>
<td>- Other forms/trends of tobacco use (smokeless, hookahs, e-cigarettes)</td>
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<td>Discuss levels of prevention and implications for health care of men and the elderly in the community.</td>
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<td>Analyze health promotion strategies across the lifespan.</td>
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<td>Review</td>
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</tbody>
</table>

**AHEC CME Tobacco Modules**

- M & S, ch. 20; 26; 28

**Healthy People: 2020**

(review relevant objectives for this topic)

**Individual Assignment:**

Health Promotion Plan Paper. Refer to course syllabus for grading rubric.

Submit electronically as a Word document attachment in Web course Assignment drop box.

Points Possible =100
Due June 28 (Tuesday) @ 11:59 pm to the Drop box.

Submit hard copy of paper, with a copy of the Grading rubric form to instructor on June 29 before class begins.

**Long Term Care Clinical Experience**
<table>
<thead>
<tr>
<th>Date</th>
<th>Exam Type</th>
<th>Details</th>
<th>Study Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/13/11</td>
<td>Final Exam Comprehensi</td>
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</tbody>
</table>
Final Examination
90 minutes
Content includes application of all class readings, lectures, in and out of class assignments

Experience
University of Central Florida  
College of Nursing  
Syllabus  
Summer Term 2010-2011  
NUR 3634L Community Health Nursing Clinical  
Credit hours: 2 (two) = 90 (ninety) clinical hours  
Placement in Curriculum: First Semester  

UCF-CON Community Nursing Coalitions (CNC) Coordinator and 
NUR3634 Course Instructor: Dr. Norma Conner  
nconner@mail.ucf.edu  

CNC Clinical Faculty – Orlando Campus  
Ms. Joyce Abernethy, MSN, RN & Erica Hoyt, MSN, RN : Apopka CNC  
Ms. Marian Chase, MSN, RN: Armand Barone/Winterpark CNC  
Ms. Susan Quelly, MSN, RN Casselberry CNC  
Dr. Peggy Stickney, MA, MSN, EdD Bithlo CNC  
Dr. Ingrid Swenson, PhD, RN Pine Hills CNC  

Meeting day, time, place: As assigned in Designated Community  
Note: Some clinical experiences may be held in early evenings and on weekends  

<table>
<thead>
<tr>
<th>Contacting the Professor</th>
<th>Contacting the Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Hrs: Each clinical faculty will have office hours – please consult your CNC faculty for the schedule</td>
<td></td>
</tr>
<tr>
<td>Office: Each clinical faculty will meet with students as arranged by CNC faculty as needed</td>
<td></td>
</tr>
</tbody>
</table>
| Phone: Dr. Norma Conner  
University of Central Florida  
College of Nursing  
12201 Research Parkway Suite 300  
Orlando, FL 32826  
Phone: 407-823-2630  
Fax: 407-823-5675  
e-mail: norma.conner@ucf.edu  
Each clinical faculty will provide a phone number for contact. For anything pertaining to the class contact your clinical faculty first. |
| Class E-mail: Within Web Courses NUR3634 |
| Course Web Site: Within Web Courses NUR3634 |
| Online Discussions: Within Web Courses NUR3634 |

Course Description  
Clinical course to apply concepts of community health nursing focusing on community as client and levels of prevention across the lifespan.  

Prerequisites: Admission to BSN program. Co-Requisites: NUR 3028 Essentials of Nursing Practice; NUR 3028L Essentials of Nursing Practice Clinical/Lab; NUR 3065 Health Assessment; NUR 3065L Health Assessment Lab; NUR 3825 Role of Professional Nurse, & NUR 3634 Community Health Nursing.
Course Objectives:
Upon completion of this course, the student will:

1. Describe the influence of policy, structure, and function of specific community health partnerships and community health care delivery systems.
2. Identify the cultural factors that affect community interaction.
3. Use research-based epidemiological principles to assess health needs of clients and aggregates in communities.
4. Communicate effectively within community settings.
5. Apply nursing process and health promotion models in delivering care.
6. Demonstrate critical thinking in describing the relationships among culture, socioeconomic status, spirituality, law, ethics, and community health nursing practice.
7. Apply principles of epidemiology and environmental health to conduct a community health assessment.
8. Assess individuals in the community using therapeutic intervention skills.
9. Identify common health issues, health promotion strategies, levels of prevention and implications for health care in the community.
10. Use community resources and technology in planning and delivering health care in the community.
11. Apply teaching-learning principles in providing health education.
12. Demonstrate professional behaviors.

All sections of NUR 3634L Community Health Nursing are UCF sanctioned service-learning classes. You will spend 90 clinical hours in your assigned community. The community is associated with the UCF Community Nursing Coalition area in which you will work during your undergraduate community clinical experiences at UCF.

Specific activities will vary among the community nursing coalitions however all activities will address needs in that community, help you meet course objectives, and help you see the relationship between nursing coursework and the health care needs of the Central Florida community.

In addition to your formal work in the community, you will be expected to reflect on your experiences, both in regard to the community and your growth as a nursing professional. This will be accomplished through weekly conferences as well as in a clinical reflective journal.

The service-learning work in this clinical course will involve assessing community needs, identifying needs related to health promotion, illness prevention, as well as active participation in the implementation of programs to meet the health care needs of the community and community members across the lifespan. Your clinical faculty will assist you in this process.

No student will be expected to work on a project to which she or he has significant religious, political or moral objections. The student has the responsibility to let faculty know about such objections before assignments are finalized.

This syllabus outlines objectives for clinical activities and includes instructions for the specific assessments and learning activities that occur during the clinical experience. The Final Grade for this course is Satisfactory/Unsatisfactory. The grade is earned for achievement of course objectives; not just for completing a set number of hours work in the community.
Required Texts


Other cultural websites available through both Maurer & Smith and Purnell textbooks.


Florida Department of Health website for county morbidity and mortality data [http://www.doh.state.fl.us](http://www.doh.state.fl.us)

U.S. Bureau of the Census -2010 website for national, state and local demographic data [http://www.census.gov](http://www.census.gov)


Evaluation Procedures
<table>
<thead>
<tr>
<th>Grade Categories</th>
<th>Description of the requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>S = Satisfactory</td>
<td>See clinical performance evaluation form</td>
</tr>
<tr>
<td>U = Unsatisfactory</td>
<td>See clinical performance evaluation form</td>
</tr>
</tbody>
</table>

This syllabus may be modified at the discretion of the Faculty. Changes will be discussed in class and/or via email.

It is expected that the student will:

- **Attend all clinical experiences.** The clinical experiences include active participation in the weekly clinical conference. In the event of absence, make-up experience will be required and the type of clinical experience will be at the discretion of the faculty.
- In the event that you observe or witness a situation of possible neglect or abuse or behavior of a health care professional that in your assessment is unprofessional, immediately report the situation to your designated CNC clinical faculty. Your CNC Faculty will follow up with reporting or managing the situation or guide you in the proper course of action.
- **Complete the UCF Service Learning Pre-Clinical and Post-Clinical Surveys:** copy and save the message received on the last page ‘thank you for your submission’; then, paste to a Microsoft Word document & submit to your CNC faculty via course mail in Web Courses. Directions for connecting to the link will be posted on the CNC Discussion Board within the NUR 3634 course.
- Each student will satisfactorily complete a Weekly Clinical Course Objectives Log & Reflective Journal (CNC-F1) (copy of document located in this syllabus) for each day in CNC documenting UNDUPLICATED clients contacts in the community; in some settings, the small group of students
will submit one log for the day of service. The log is completed for each day of service-learning rather than combining all days in the clinical week.

- Satisfactorily complete the UCF- CNC Student Encounters Data Form (CNC-F2) as directed by the clinical instructor. The data collection form is only submitted when the student or student group has actual contact with clients for service-learning. Each CNC group will compile weekly subtotals on this document; and, compile a total at the end of the semester. The total Microsoft Excel file should be submitted to your CNC faculty instructor at the end of the semester or more often if requested. Copy of this MS Excel document is located within Web Courses Content Page for NUR3634 within the NUR3634L Clinical folder.

- Satisfactorily complete a Cultural Project Online Power Point Presentation and a Community Assessment Report as instructed in NUR 3634

- Earn a Satisfactory on the Final Clinical Evaluation in order to receive a satisfactory course grade

- Refer to the College of Nursing Handbook for further guidelines in regard to specific clinical requirements in the community setting

**Specific Teaching/Learning Activities**

- **Weekly Narrative Service-Learning Assignment - Clinical Course Objectives Log & Reflective Journal (CNC-F1)** (Individual assignment). Microsoft Word document. Submit as directed by your clinical instructor. A copy of this document is included within this syllabus.

- **Complete Weekly CNC Student Encounters Data Form (CNC-F2)** as directed by the clinical instructor (individual and/or group assignment). This form is an Excel File and therefore is within the web-course within the 3634L file of course materials.

- **Complete One Windshield Assessment** with summary & analysis. Submit as directed by your clinical instructor. A summary of this activity are to be included in the community assessment project. Guidelines for this assignment are included within this syllabus.

- **Complete One Environmental Bus Ride Assessment** with summary & analysis. Submit as directed by your clinical instructor. A summary of this activity are to be included in the community assessment project. Guidelines for this assignment are included within this syllabus.

- **Complete One Key Informant Interview** with summary & analysis (Each student will complete a key informant interview with either a representative of a clinical agency in the CNC OR with a community-dwelling resident of the CNC. Note: When the interview session is scheduled apart from the larger clinical group, two students must travel to and from the interview site. Additional details for this assignment will be provided by the Clinical instructor. Data from this activity are to be included in the community assessment project. Guidelines for this assignment are included in this syllabus.

- **Complete One Ecomap** with client in community with summary & analysis (Individual assignment). Submit assignment to clinical instructor as directed. Refer to your Maurer and Smith text book for further details.

- **Participate in a Cultural Project Online Power Point Presentation** (small group). Refer to theory course NUR3634 syllabus/schedule for assignment details.

- **Participate in the Community Assessment group activity.** Refer to course syllabus NUR3634 /schedule for assignment details.

- **Complete One Nursing Care Plan** on client in the community following approach/format taught in NUR 3825. Care plan can be completed on same client that the student used in the ecomap assignment (Individual assignment). Submit as directed by the clinical instructor.

- **Plan and implement** One Formal Teaching Project (small group project) following approach/format taught in NUR 3825: Part One - Small Group assignment-Group Submission; Part Two of this assignment is the evaluation of the project that is completed after project implementation. (Individual Submission)

- **Participate in (two [2]) Clinical Evaluations.** Print two copies of the Community Health Nursing Clinical Performance Evaluation form (CNC-F3) (see document later in this syllabus). The printed form must be given to your CNC Clinical Faculty by the fourth clinical day of the clinical rotation.
The student will use the second copy as a reference in the completion of the journals/logs required in the clinical course. (Individual assignment). Each student will participate with the clinical instructor in one Midterm (after 40 clinical hours are completed) and in one Final Clinical Evaluation with CNC Clinical Faculty at designated day/time. (Individual assignment)
SAFETY IN THE COMMUNITY

1. Each student is required to be attired for clinical experience in accordance with the agency's requirements for appropriate dress. With few exceptions this means the UCF Student Nurse Uniform for community health nursing. (See Student Handbook)

2. Each student receives instruction and supervision related to the promotion of safety in community field practice.

3. Student community experience is limited to geographical areas which are familiar to the CNC and have the approval of the agency as "reasonably safe."

4. Considerations for the term "reasonably safe" may include, for example:
   - Visits within housing project areas which are protected by security staff.
   - Visits to residential apartment buildings with manager surveillance.
   - Visits to areas and homes where agency staff are known to the community and where staff have given explicit direction for travel.

THERE ARE NO EXCEPTIONS MADE FOR THE FOLLOWING SAFETY REQUIREMENTS!

AT ALL TIMES:

1. Be in full uniform with appropriate UCF Picture I.D.

2. Wear no jewelry, except wedding band and watch with second hand. (See Student Handbook)

3. Carry only lunch/transportation money on your person.

4. Lock any larger purse and other materials of value in the trunk of the car before leaving home or the community meeting site.

5. Put the equipment you will use on the seat of the car with you. You should plan not to open the trunk of the car.

6. Be in the CNC community at the times specifically scheduled. Let your faculty and the agency staff (if instructed to by faculty) know when you leave and return.

7. Your faculty and the agency staff (if instructed to by faculty) will give you a list of where you are expected to be in the CNC.

8. If completing Meals on Wheels Delivery or home visits, then check the exact location of your destination and review the travel directions before leaving the agency.

9. Keep your car windows closed, the doors locked, and park in a populated, lighted place.

KNOW THE RESOURCES OF YOUR COMMUNITY

- Know exactly where you are going. If in doubt, ask a storekeeper, police officer, postman, or any official agency representative.
- Walk with a sense of purpose. Walk on the curb side of the street, avoid doorways.
- Use streets that are active and busy. Avoid streets that are quiet or filled with warehouses, or groups of people standing around on the street.
- Speak to storekeepers and those neighborhood people you see each week. Identify yourself as a UCF nursing student if appropriate. The families and agencies you work with will also be looking for you.
- Carry a cell phone.

Notice Where The Following Are In The CNC Community

- Police Precinct
- Fire House
- Neighborhood Social Service Offices
- Neighborhood Health Centers
- Neighborhood Schools
- Neighborhood Churches/Temperes
SPECIAL PRECAUTIONS

- Under no circumstances enter any building/home when observation or intuition tells you something is not right. Proceed out of the immediate area and call your CNC faculty; the agency and/or the police if there is immediate danger.
- Should anyone ask you for your equipment: GIVE IT TO THEM WITHOUT HESITATION OR DISCUSSION. Proceed to the nearest most active situation at hand (health center, police, school, fire department.)
- Should anyone confront you or follow you in an unfriendly manner, step in to the street: but not in front of a car! This will attract attention to you by others.
- Do not enter any vehicle other than your own.
- Should you at any time feel unsafe or frightened, return to the agency immediately and phone faculty. We will meet you at the agency.
- Should you need to use a phone and a cell phone is unavailable, proceed to a school or firehouse.
- Identify yourself, the agency you represent, where you are, the problem.

REMEMBER: YOU ARE A TELEPHONE CALL AWAY FROM HELP – BE SURE TO CARRY A CELL PHONE AND YOUR FACULTY’S CELL PHONE NUMBER AT ALL TIMES

YOUR BEST PROTECTION IS TO:
- Know the Neighborhood Resources
- Know the Neighborhood People
- Have the Neighborhood Know You in Your Professional Role as A Student Nurse Representing the Agency
Windshield Survey & Environment Bus Ride Survey Assignments

Objectives: The student, along with the other members of the CNC group, will complete these assignments together by: (1.) completing a driving tour of the neighborhood; and (2.) riding public transportation one time round trip to/from or within the neighborhood as part of the clinical learning activity. These two activities will occur on different clinical days. Keep in mind that, particularly on the bus, you will be in neighborhoods that are not directly part of your CNC community, however your clients often must use public transportation to access health care agencies and thus will most likely travel out of their own neighborhood. The surveys will provide useful information for the community assessment.

Procedure:
The surveys provide you with an opportunity to learn more about the neighborhood in which you will now be working with clients. Gather subjective data through your personal observations about the residents and the environment in which they live day-to-day. Use all five senses as you ride and drive around the neighborhood.

Windshield Survey
This survey is designed to assist the student nurse by traveling around the community to identify objective data that will help define the community, the trends, stability, and changes that will affect the health of the residents.

Perform the windshield survey by car in the CNC neighborhood, your CNC faculty will give you the specific geographical boundaries for the Windshield Survey – each student should have the opportunity to be a passenger in the car.

Copy and Paste the form in to a Microsoft Word document; Use course mail for delivery of the assignments to your CNC Faculty
Windshield Survey

A. **Boundaries** (Physical boundaries - rivers, roads, train tracks, etc. Economic boundaries - industry or commercial. Name of the community? Is name displayed? Sub-communities within?)

B. **Housing and Zoning** (How old are the houses, what style, and of what materials are they constructed. Are they single of multifamily homes? What size are the lots?)

C. **Signs of Decay** (Is the neighborhood on the way up or down? Is it “alive”? Is there trash around? Boarded up buildings? Abandoned cars?)

D. **Parks and Recreation Areas** (Do they exist? Are they in good/poor repair? Do people use them?)

E. **Commons** (What are the neighborhood hangouts? Who frequents them?)

F. **Stores** (What exists within walking distance of the residents: markets, laundries, drug store)

G. **Transportation** (How do people get in and out of the neighborhood?)

H. **Service Centers** (What social agencies exist in the neighborhood? Health care providers?)

I. **Street People** (Who do you see on the street? Women and children? Older folks? Young men?)

J. **Protective Services** (Is there evidence of police and fire protection? Where is the closest fire station? Where is the closest police/sheriff station or substation?)

K. **Race** (Are the residents of any particular race?)

L. **Ethnicity** (Particular ethnic groups represented?)

M. **Organized Religion** (Churches?)

N. **Class** (How would you categorize socioeconomic status of the neighborhood? On what do you base your judgment?)

O. **Health and Morbidity** (Evidence of illness, accidents, auto accidents, alcoholism or drug use, mental illness? On what do you base your judgment?)

P. **Politics** (Do you see evidence of political activity? In what way is it displayed?)

**Summarize** your findings from the Windshield Survey.

**Analyze** your findings from the Windshield Survey: answer: in what way does this information help guide your care of the clients in this community?
Public Transportation Volusia County: Votran provides public transportation for residents and visitors. Fixed routes operate on a set schedule at designated stops, providing coverage throughout the areas within county. The CNC group must ride together throughout this one-time clinical experience. The actual start location and arrival location sites will be coordinated with the student group and the CNC faculty.

Each student must submit an individual assessment to CNC clinical faculty; then, the student group, using the individual assessments, will complete a compilation of the observations for use in completing the Community Assessment project. (Format for survey was adapted from Logan B., & Dawkins, C. *Family centered nursing in the community*. Boston: Addison-Wesley.)
## Environment Bus Ride Survey

### Introduction
State your start/arrival/return route and your start time/travel time - time spent at the CNC location/return travel time/final stop time. The entire day, arrival to transportation location & your return to the transportation location count as clinical time.

### Sight
- What did you see along the way?
- Are there natural or artificial boundaries surrounding the various clinical health agencies?
- What surrounds the immediate area of the agency?
- What is the style of the housing? Are the houses in good repair?
- What types of transportation are available? Is the transportation convenient?
- Are there stores? What type?
- Is there a pharmacy?
- Are there schools?
- Are there churches?
- What recreational facilities exist?
- What other places do you see where people might congregate?
- Who do you see on the streets? Elders/Adults/Teens/Children?
- How are they dressed?
- Can you identify any particular race/ethnic groups?
- Are there animals? What kind?
- Is there evidence of political activity?
- Do the people in the neighborhood look at you?

### Hearing
- What can you hear as you stand outside the agency when you arrive there?

### Taste
- Are there places to eat near the agency? What kinds of food?
- Are there stores for buying food or snacks? What kind?

### Smell
- What smells do you detect in the area of the agency? Are the odors pleasant?
- Describe the air you smelled while getting to the agency.

### Sense
- Are residents willing to wave or say hello or do they ignore you?
- How did the bus driver interact with you?
- Do you feel comfortable?
- Did anyone emotionally touch you today? Describe how and why?

### Summarize
Summarize your findings from the Environment Bus Ride Survey.

### Analyze
Analyze your findings from the Environment Bus Ride Survey: answer: in what way does this information help guide your care of the clients in this community?

Copy and Paste the form in to a Microsoft Word document;

Use course mail for delivery of the assignments to your CNC Faculty
**Key Informant Interview**

**Objective:** The student will gain experience and knowledge by interviewing someone involved in the community. This assignment will be completed within your CNC – you must always have another student with you when conducting any interviews. The report should be written individually and submitted to your CNC faculty member.

**Key Informant:** A person who (1) knows the community – can live or work in the community; and (2) will talk to someone from outside the neighborhood.

**Procedure:**
1. Complete this assignment while you are in your CNC community.
2. Select a person who you think will help you begin to understand the complexities of the community. The person may be a community member or an employee of an agency. Each student must complete one key informant interview on **EITHER** a member or employee, **not both persons**.
3. Explain that you are beginning your clinical rotation in the neighborhood and want to ask some questions. If possible, provide an interview guide to the informant so she/he can think about the questions before you meet the person for the interview.
4. Make an appointment that is convenient for your key informant.
5. During the interview follow the guide, however you can ask additional questions, if appropriate.
6. Remember this person is giving up time and energy to help you. Be grateful and tell the key informant that you are grateful for their participation at the beginning and at the end of the interview.
7. Write up your findings using the interview guide and be prepared to share the responses with your clinical group. Submit the written report to your CNC faculty. The interview information will be used in the Community Assessment Project.

**Agency Personnel as Key Informant**

**Interview Guide:**
1. What is the philosophy of the agency?
2. What are the goals of the agency?
3. What is the population served by the agency?
4. What are the criteria for using services?
5. How many clients are served daily, weekly, or monthly?
6. What are the hours of operation?
7. What specific health services and providers are available?
8. What referral sources exist?
9. What is the source of funding for the agency?
10. What educational events are available to the participants?
11. How can UCF College of Nursing students be of greatest use to the agency?

**Summarize** your findings from the Key Informant Interview.

**Analyze** your findings from the Key Informant Interview: answer: in what way does this information help guide your care of the clients in this community?

**Community Member as Key Informant**

**Interview Guide:**
Historical development of the neighborhood
1. How long has the area existed?
2. How has the area changed since the beginning or in the time that the person has been in the area?
3. What are the strengths of the neighborhood?
4. What are the key concerns of the neighborhood?
5. What are the major organizations in the neighborhood (note, these do not have to be health related)
6. How can UCF College of Nursing students be of greatest use to community members?
7. Is there anyone else in the community we should talk with to learn more about the neighborhood?

**Summarize** your findings from the Key Informant Interview.
Analyze your findings from the Key Informant Interview: answer: in what way does this information help guide your care of the clients in this community?
NUR 3634/L CHN (Daily Individual) Clinical Objectives, Log & Reflective Journal (CNC-F1)

Directions: Complete and submit this form as directed by your Clinical Instructor.

Student Name:  Date:  Date:

<table>
<thead>
<tr>
<th>Clinical Course Objectives</th>
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<tbody>
<tr>
<td>Upon completion of this course, the student will:</td>
</tr>
<tr>
<td>1. Describe the influence of policy, structure, and function of specific community health partnerships and community health care delivery systems.</td>
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<tr>
<td>2. Identify the cultural factors that affect community interaction.</td>
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<tr>
<td>3. Use research-based epidemiological principles to assess health needs of clients and aggregates in communities.</td>
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<tr>
<td>4. Communicate effectively within community settings.</td>
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<tr>
<td>5. Apply nursing process and health promotion models in delivering care.</td>
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<tr>
<td>6. Demonstrate critical thinking in describing the relationships among culture, socioeconomic status, spirituality, law, ethics, and community health nursing practice.</td>
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<tr>
<td>7. Apply principles of epidemiology and environmental health to conduct a community health assessment.</td>
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<tr>
<td>8. Assess individuals in the community using therapeutic intervention skills.</td>
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<tr>
<td>9. Identify common health issues, health promotion strategies, levels of prevention and implications for health care in the community.</td>
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<tr>
<td>10. Use community resources and technology in planning and delivering health care in the community.</td>
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<tr>
<td>11. Apply teaching-learning principles in providing health education.</td>
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<tr>
<td>12. Demonstrate professional behaviors.</td>
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</tbody>
</table>

DIRECTIONS:
Date – place date of activity (ex: 8/28)
Hours Completed – show the total number of hours completed for that date, do not include time spent doing paperwork; round to nearest 15 minutes
Course Objectives Met – list the number of the objective(s) met that day from the course objectives listed above (ex: 3, 4, 6)
Activities – List all activities performed: (ex: meals on wheels, blood pressure screening, etc.), make sure the activities indicate how the clinical objectives were met.
NOTE: Continue to add to the form weekly and submit the log electronically in entirety each week to your CNC Clinical Faculty. The form will be reviewed with you at the Midterm and Final Clinical Evaluation Meeting.

NUR 3634/LCHN Clinical CNC-F3
Ark 5/2009
AB 2/17/10
AB 12/20/10
NEC 5/4/11

28
| Date (mm/dd) | Daily Hours Total | Course Objective(s) # Met | Activities | Reflective Journal
Follow guidelines on page 5 in syllabus |
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<td>Use whatever space is needed – just type and the area will enlarge to accommodate space needed.</td>
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</table>
Student Name: Faculty Name: CNC:

Evaluation: A student must receive a rating of satisfactory performance in each of the categories by completion of the semester in order to receive a passing grade for the course(s). A rating of less than satisfactory in any of the categories will constitute an unsatisfactory grade.

Directions:
1. The student will complete the Clinical Course Objectives Log for self-evaluation.
2. The clinical faculty will complete a mid term evaluation and a final evaluation of the student’s clinical performance for the clinical rotation.
3. A conference will be scheduled at both the mid term and the end of the clinical rotation.
4. Faculty will indicate beside each evaluation criteria whether the student’s performance on that particular item is: Satisfactory, Needs Improvement, Unsatisfactory, or Not Applicable.

Satisfactory S Student performed consistently and appropriately for his/her level of educational experience.
Needs Improvement NI Student is inconsistent in performance of criteria for her/her level of educational experience. – student must be satisfactory at end of clinical rotation.

Unsatisfactory U Student failed to meet performance standards for these criteria at a level appropriate for his/her level of
University of Central Florida  
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NUR 3634L: Community Health Nursing Clinical  
Clinical Performance Evaluation Form (CNC-F3)

Educational experience and/or is unsafe for practice.

Not Applicable  N/A  Student had no opportunity to demonstrate achievement of this criterion.

Comments are required to substantiate all Needs Improvement and Unsatisfactory ratings. Comments may also be included for satisfactory ratings as well.

5. **Indicates critical behaviors for an overall clinical evaluation of satisfactory. An unsatisfactory evaluation in any one of these designated behaviors constitutes a clinical failure.

6. If a student receives an Unsatisfactory in any critical behavior, immediate review is required and will result in corrective action which may include immediate clinic failure.

7. If a student receives an ‘NI’ or a ‘U’, at mid-clinical, the student must make an appointment with the clinical instructor for written counseling to address these issues.

8. Failure to address /correct an NI or U may result in clinical failure.

9. An overall rating of Satisfactory on the final Clinical Evaluation is necessary for completion of the clinical portion of course and is required for a passing grade in the course.

10. All skills newly achieved or extensively practiced during clinical experiences should be included on Checklist of Nursing Psychomotor Skills. This list should be reviewed with the clinical instructor at mid clinical and final evaluation. The student is responsible for maintaining the checklist.

11. Completed evaluations are placed in the student’s file at the completion of the clinical experience.

<table>
<thead>
<tr>
<th>Program and Course Objectives</th>
<th>Areas of Evaluation</th>
<th>Midterm</th>
<th>Final</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>N/I</td>
<td>S</td>
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<tr>
<td>Program Objective: 1. Synthesize knowledge from nursing and the physical, biological, behavioral, psychological and social sciences, and the humanities in the practice of professional nursing.</td>
<td>Core Nursing Knowledge **</td>
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<tr>
<td>Course objectives: 1. Describe the influence of policy, structure, and function of specific community health partnerships and community health care delivery systems.</td>
<td>Identifies assessment data for client care in the community</td>
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<td>Relates knowledge base to client care in the community</td>
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<td>Developmental stages across the life span</td>
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<td>Nutrition</td>
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<td>Safety</td>
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<td>Risk Factors</td>
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<td></td>
<td>Demonstrates understanding of client care needs</td>
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<td>Program Objective: 2. Use critical thinking as the basis for professional</td>
<td>Critical Thinking:</td>
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<td></td>
<td>Uses problem solving and decision making to adapt nursing care if</td>
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# Program and Course Objectives

<table>
<thead>
<tr>
<th>Course Objective:</th>
<th>Areas of Evaluation</th>
<th>Midterm</th>
<th>Final</th>
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</table>
| 9. Identify common health issues, health promotion strategies, levels of prevention and implications for health care in the community. | - client's health condition changes **  
- Relates content from nursing curriculum to clinical setting and care plan  
- Identifies potential resources to achieve outcomes  
- Seeks new information when needed  
- Evaluates effectiveness of own thinking in the reflective journal. | N/I | S | U | S | U |
### Program and Course Objectives

**Program Objective:**
3. Participate in interdisciplinary teams and community partnerships to meet the health care needs of individuals, families, and communities in a diverse society with particular emphasis on needs of vulnerable populations.

**Course Objectives:**
2. Identify cultural factors that affect community interaction.
10. Use community resources and technology in planning and delivering health care in the community.

**Program Objective:**
4. Demonstrate effective verbal, written, and electronic communication in the promotion of culturally appropriate care.

**Course Objective:**
4. Communicate effectively within community settings.

### Areas of Evaluation

<table>
<thead>
<tr>
<th>Collaboration</th>
<th>Midterm</th>
<th>Final</th>
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<tbody>
<tr>
<td>- Identifies the nurse’s unique contribution to community partners</td>
<td>N/I</td>
<td>S U</td>
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<tr>
<td>- Identifies various roles of the nurse in providing care</td>
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<td>S U</td>
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<td>- Initiates communication with community partners</td>
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<td>- Seeks guidance from faculty to identify resources pertinent to the situation</td>
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<tr>
<td>- Reports pertinent information in concise, clear manner in reflective journal</td>
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</table>

**Management**
- Assumes responsibility for safe implementation of client care
- Seeks guidance from faculty to maintain client safety
- Completes assignments in a timely manner
- Recognizes conflict situations and seeks guidance from faculty immediately

**Therapeutic Communication**
- Addresses clients in a respectful manner.
- Validates client understanding of communication.
- Communication with clients and community partners is clear and timely
- Demonstrates self-awareness and an ability to use a reflective process in therapeutic communication
- Identifies own strengths and weaknesses in working with clients in reflective journal

**Professional Communication**
- Uses legible and appropriate terminology, spelling and grammar.
  - Appropriately quotes subjective data
  - Describes findings in objective terms
- Documents all aspects of client assessment, goals, interventions, and response on appropriate agency forms if required by agency.
Program and Course Objectives

Program Objective:
6. Demonstrate competency in the performance and evaluation of nursing techniques and skills.

Course Objectives:
5. Apply nursing process and health promotion models in delivering care.
7. Apply principles of epidemiology and environmental health to conduct a community health assessment.
8. Assess individuals in the community using therapeutic intervention skills.
11. Apply teaching-learning principles in providing health education.

Areas of Evaluation

<table>
<thead>
<tr>
<th>Midterm</th>
<th>Final</th>
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<tbody>
<tr>
<td>N/I</td>
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- Communicates effectively with community partners:
  - Requests clarification of pertinent information from faculty and/or community partners.
  - Reports verbally to faculty any observations that are not within expected parameters.

Nursing Process

Assess- Appropriately collects relevant subjective and objective data for clients
- Assessment of domains **
  - Physical
  - Psychosocial
  - Cognitive
- Identifies the influences of culture, age, growth and development, ethnicity, genetics, socioeconomic status, belief systems on the client
- Organizes data using Healthy People National Health Objectives.

Analyze:
- Examines assessment data
- Clusters data into identifying characteristics
- Develops problem list
- Classifies actual and potential nursing diagnoses
- Supports nursing diagnoses with appropriate objective and subjective data

Plan:
- Client outcomes
  - States realistic goals and objectives that are congruent with nursing diagnosis
  - Includes measurable outcome criteria:
    - Reduction of risk potential
- Nursing interventions
  - Plans nursing interventions appropriate to client condition
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NUR 3634L: Community Health Nursing Clinical
Clinical Performance Evaluation Form (CNC-F3)

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</thead>
<tbody>
<tr>
<td></td>
<td>States evidence-based rationale for each intervention</td>
<td>N/I</td>
<td>S U</td>
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<tr>
<td><strong>Implement:</strong></td>
<td>Formulates appropriate nursing interventions with clients in order to accomplish stated goals.</td>
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<td></td>
<td>Maintains safety standards for client systems/caregivers **</td>
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<td>Assures a safe, orderly environment</td>
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<td>Appropriately uses principles of universal precautions</td>
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<td></td>
<td>Demonstrates principles of hygiene and infection control</td>
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<td></td>
<td>Verbalizes an understanding of environmental safety precautions and practices</td>
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<td>Practices correct body mechanics when performing care</td>
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<td>Recognizes and appropriately reports abnormal physical findings</td>
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<td>Organizes care to meet client needs</td>
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<td></td>
<td>Administers pharmacologic agents to assigned clients ** MAY NOT APPLY in Community Clinical Setting – mark as N/A if not included</td>
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<td></td>
<td>Demonstrates knowledge of pharmacologic agent ordered for clients</td>
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<td>Identifies nursing implications related to pharmacologic agents</td>
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<td>Follows federal/state laws &amp; agency policies for administration of pharmacologic agents</td>
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<td><strong>Evaluate:</strong></td>
<td>Evaluates small group teaching project.</td>
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<td></td>
<td>Identifies problematic areas</td>
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<td></td>
<td>Identifies planned activities that were not accomplished with revisions</td>
<td></td>
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<tr>
<td></td>
<td>Submits documentation of teaching project to clinical faculty</td>
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</tbody>
</table>
University of Central Florida  
College of Nursing  
Bachelor of Science in Nursing Program  
NUR 3634L: Community Health Nursing Clinical  
Clinical Performance Evaluation Form (CNC-F3)

<table>
<thead>
<tr>
<th>Program and Course Objectives</th>
<th>Areas of Evaluation</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
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NUR 3634LCHN Clinical CNC-F3  
Ark 5/2009  
AB 1/7/10  
AB 12/20/10  
NEC 5/4/11
<table>
<thead>
<tr>
<th>Program Objective:</th>
<th>Ethical: **</th>
<th>Legal:</th>
<th>Cultural Diversity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Incorporate ethical, legal, and cultural principles as professional values in the practice of professional nursing.</td>
<td>- Practices within the ANA Code of Ethics for Nurses</td>
<td>- Abides by policies of the College of Nursing; Clinical Agencies and the Florida Nurse Practice Act **</td>
<td>- Identifies cultural and socioeconomic factors related to client care</td>
</tr>
<tr>
<td><strong>Course objective:</strong></td>
<td>- Incorporates client's rights into practice</td>
<td>- Recognizes, corrects, and reports safety errors**</td>
<td>- Incorporates cultural diversity in plan of care</td>
</tr>
<tr>
<td>2. Identify the cultural factors that affect community interaction.</td>
<td>- Accommodates Patient Bill of Rights into Practice</td>
<td>- Documents in an organized complete and accurate manner</td>
<td></td>
</tr>
<tr>
<td>6. Demonstrate critical thinking in describing the relationship among culture, socioeconomic status, spirituality, law, ethics, and community health nursing practice.</td>
<td>- Identifies and reports unsafe occurrences in client care</td>
<td>- Recognizes situations requiring client advocacy</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Objective:</th>
<th>Teaching:</th>
<th>Research</th>
<th>Personal responsibility in Role Development **</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Use the principles of teaching and learning to promote, maintain, and restore health, and prevent illnesses in individuals, families, and communities.</td>
<td>- Assesses readiness of client for teaching</td>
<td>- Identifies evidence-based nursing practices that are relevant to community client care</td>
<td>- Accountable for own actions including punctuality and professional</td>
</tr>
<tr>
<td><strong>Course Objective:</strong></td>
<td>- Teaches at appropriate developmental level of client</td>
<td>- Uses evidence-based practice recommendations from Healthy People 2020 and U.S. Preventive Health Service Guidelines to develop nursing interventions in community client care</td>
<td></td>
</tr>
<tr>
<td>11. Apply teaching-learning principles in providing health education.</td>
<td>- Uses appropriate teaching aids for content and developmental level/literacy level of client</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>- Evaluates effectiveness of teaching</td>
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<tr>
<td><strong>Program Objective:</strong></td>
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<tr>
<td>11. Use research in the exploration of health problems and the implementation of evidence based practice.</td>
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<tr>
<td><strong>Course objective:</strong></td>
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<tr>
<td>3. Use research-based epidemiological principles to assess health needs of clients and aggregates in the community.</td>
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</tbody>
</table>
**Course Objective:**
12. Demonstrate professional behaviors.

<table>
<thead>
<tr>
<th>Plan for professional career development.</th>
<th>appearance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Conforms to UCF/Agency dress and conduct codes.</td>
<td></td>
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<tr>
<td>▪ Responsible for integration of previous learning.</td>
<td></td>
</tr>
<tr>
<td>▪ Critiques behavior to identify strengths and areas requiring additional objectives for learning in reflective journal.</td>
<td></td>
</tr>
<tr>
<td>▪ Prepares in advance for clinical experience:</td>
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</tr>
<tr>
<td>▪ Readings</td>
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<tr>
<td>▪ Skills practice</td>
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<tr>
<td>▪ Presents to the clinical experience with necessary materials – minimum expectations: blood pressure cuff, stethoscope, and watch with second hand.</td>
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<td>▪ Completes assignments according to guidelines</td>
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<tr>
<td>▪ On time</td>
<td></td>
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<tr>
<td>▪ Using legible and appropriate terminology/grammar</td>
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<tr>
<td>▪ Seeks to develop individual potential</td>
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<tr>
<td>▪ Pursues learning opportunities</td>
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<tr>
<td>▪ Accepts constructive criticism from clinical faculty and modifies behavior accordingly.</td>
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<tr>
<td>▪ Identifies own feelings and potential effects on professional relationships in reflective journal.</td>
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</tbody>
</table>

**Professional Values**

- Clarifies personal and professional values and recognizes impact on decision making and professional behavior in reflective journal.
- Demonstrates awareness of and respect for agency policies.
- Demonstrates understanding of culture, beliefs and perspectives of others.
- Honors the rights of clients to make decisions about health care
- Protects patient privacy. **
- Preserves the confidentiality of clients and agency **
- Demonstrates accountability for own actions. **

**Promptly and regularly attends clinical experiences **

- Present for entire clinical day
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<table>
<thead>
<tr>
<th>Always calls appropriate person if late or absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIDTERM Late ___________ Absent ________________</td>
</tr>
<tr>
<td>FINAL Late _______________ Absent ________________</td>
</tr>
</tbody>
</table>

**MIDTERM Comments:**

**Student:**

**Faculty:**

**Final Comments:**

**Student:**

**Faculty:**

MIDTERM Faculty __________________________    Date: __________  FINAL Faculty _________________________  Date: __________

Signature  

ARK 5/2009  
AB 1/7/10  
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MIDTERM Student __________________________   Date: _________   FINAL Student ________________________   Date: _____________

Signature

Signature