

NUR 443 Public Health Nursing

Practice Experience Requirements,
Background Information and Helpful Hints



The following information is meant to clarify the requirements for the practice experience required in the NUR 443 Public Health Nursing course.



Background

- The requirement of a practice experience is **mandated** in all schools offering a Bachelor of Science (BSN) in nursing degree and is closely monitored in RN to BSN programs by the Commission on Collegiate Nursing Education (CCNE), our accrediting body.
- The practice experience requirement in NUR 443 is closely aligned with the overall goal of public health and the course objectives.
- Completion of NUR 443 requires a 60 hour practice experience (90 hours for students who reside in California to meet that state's public health certification requirements).
- *There are no exceptions to these requirements.*



General Descriptions

- Practice Experiences include “activities that support health and/or provide care interacting with a variety of providers and/or with patients and cannot be completed solely by a student in isolation” (American Association Colleges of Nursing, 2012).
- Practice Experiences involve a “*variety of activities that include direct and indirect care experiences*” (AACN, 2012).
- “*The recipients of care or services may be individuals, families, groups, communities, or populations*” and may “*receive nursing interventions related to disease prevention, health promotion, health maintenance, as well as illness*” (AACN, 2012)

What does this mean and what do I need to do?

During the **first week** of class, you need to:

- 1) Select a geographic community and a community-focused organization or agency that serves a vulnerable population.
- 2) Discuss the selection with your mentor and obtain approval.



During **the rest of the semester** you are going to apply the nursing process to:

- 1) The geographic community (class work)
- 2) The population (your practice experience – see slide 11)

What does this mean and what do I need to do?

What is a geographic community?

A geographic community is a collection of people who share a geographic location (e.g., borough, town, city, county)



What does this mean and what do I need to do?

What is a vulnerable population?

A vulnerable population is a group of individuals that is susceptible to poor health.



What type of organizations/agencies offer services to vulnerable populations?

There are many publicly supported and private organizations you may want to consider.

Your Nursing Skills are needed EVERYWHERE



What type of organizations/agencies* offer services to vulnerable populations?

Soup kitchen, Homeless shelter, Half-way house

Subacute, Rehabilitation facility

Drug and Alcohol Rehabilitation facility

Free health clinic

Houses of worship

Long term care facility, Hospital Community outreach

Head start program

American Red Cross, YMCA, YWCA

Meals on Wheels program

Public health department, Community Action group

Senior housing development, Retirement community

Community center (e.g., for seniors, children, special needs population)



*These are just examples - the list is not inclusive

The Letter in the Announcement Section



W. Cary Edwards
School of Nursing
(609) 633-6460
Fax: (609) 292-8279

Date: _____

To Whom It May Concern:

_____ is a Student in the RN to BSN program at the W. Cary Edwards School of Nursing at Thomas Edison State University and currently enrolled in the course *NUR – 443: Public Health Nursing*. The completion of Practice Hours that support the health of a population through direct and indirect interventions is a requirement for passing this course, during this 12-week term, which spans from _____ to _____. The type of interventions should be based on the needs of the community you serve. It is our hope that this experience will benefit your agency/organization and the population you serve while increasing our students' knowledge of, and ability to improve the health of diverse populations through health promotion, disease prevention, and risk reduction.

Because our students are licensed Registered Nurses, an affiliation agreement is not required. The student will submit the name and mission/vision of your agency/organization as well as the contact information of a designated person in your agency/organization with the course mentor for approval.

W. Cary Edwards School of Nursing
nursing@tesu.edu

How do I find an organization / agency / vulnerable population?

To locate an organization /agency / vulnerable population for your practice experience you can:

- Talk to friends and neighbors
- Talk with someone from your place of employment (i.e., community outreach department, social worker)
- Review programs / services at the town, city or county website

You CAN use your place of work BUT:

- the site / population must be appropriate
- the **activities and hours must NOT be part of your normal work and cannot be done during your normal working hours/shift.**
- your activities must meet the definitions/descriptions provided earlier

What will I do as part of my Practice Experience?

- The information from the course and your Practice Experience provide the foundation for your Community Analysis and Program Paper (see Course Project #3 details).
- Based on an assessment of your practice experience population you will develop and implement a Community Education Project (see Course Project # 2 details).
- Based on an assessment of your practice experience population you can develop and implement a variety of *direct or indirect care* interventions. Examples of programs/interventions include **(but are not limited to)**:
 - *working with staff members/key stakeholders to identify unmet needs, analyze data, develop or implement a new program, intervention, or policy,*
 - *organizing or participating in a health fair,*
 - *organizing or participating in a screening, immunization or outreach program,*
 - *working with agency volunteers or staff to identify and develop a plan to address unmet needs and gaps in care or services*

Practice Experience Documentation

- You will document your Practice Experience hours in the Practice Experience Log located in your course documents.
- At the start of the semester, download the Log and complete it each time you have completed Practice Experience hours.

What are Practice Experience Hours?

Practice Experience hours include time spent:

- **Assessing and working *with* your selected population** /community members.
- Driving around to complete your **windshield survey**.
- **Implementing your education plan** (which may include physical preparation / duplicating / putting materials together).
- **Interviewing** a key stakeholder who is directly involved with your Practice Experience agency/organization (See Course Project # 3 details).

Practice hours do NOT include time spent:

- **Traveling to and from your Practice Experience Environment**
- **Completing class assignments** (see Course Project # 2 & 3 details) including: writing up the results of your windshield survey and interview, developing your health education project & collecting data for your Community Analysis and Program paper.

What are Practice Experience Hours?

In Summary:

All time spent **at** your chosen community-based organization, including general discussions that take place **in the community** to help you understand the needs of your chosen population and/or help you plan direct or indirect care activities **CAN** be included in your Practice Experience Log

Summary

- This is your *opportunity* to explore and experience one of the *many* roles nurses can play in health promotion and disease prevention.
- This is your *opportunity* to be creative!
- Try to get a head start by talking with community members *before* the start of the semester.

Remember.....

- **Sixty hours = 5, 6 or 7 hours per week (depending on when you start)**
- **Questions? Please contact your Mentor or Advisor**



A Community Assessment EXAMPLE...

Interview:

Interview at least two people from the community (for example, community residents, leaders, and health care professionals) regarding their perceptions of prevailing health needs, concerns, issues, and assets of the selected community. The following list suggests people you should include in your interview process:

- healthcare providers (including school or occupational health nurses);
- home health nurses;
- mental health workers;
- clergy;
- police and fire personnel;
- city officials;
- educators;
- youth;
- elderly;
- business and professional people

Windshield survey:

■ The Windshield Survey portion of your assessment should be completed by driving around the community. The Windshield Survey is comprised of general qualitative observations that give you a snapshot of the community.

Collect demographic, health, and vital statistics data....

■ Demographic and vital statistics data for the community you selected to assess can be obtained through the public library and from the selected online state, county, city, or township administration websites. If health data for a township or borough is not available, utilize data from the county in which the township/borough is located.

Community Diagnosis....

- Critically evaluate all data collected and use the results to develop a community diagnosis.
- Create a feasible, collaborative, community intervention to address one wellness deficit or gap in care or services identified in the analysis of this community). Include a measurable plan objective (e.g., in three years there will be a ___% reduction in the number of _____ in the community).
- Summarize identified wellness deficits or gaps in care or services of your Practice Experience population and describe the plan you developed to address them.

Implementation and Evaluation....

- Summarize barriers and facilitators for implementing your community-wide plan (based on your analysis of this community, interviews, and/or your practice experience in this community).
- Who has been or could/would be instrumental and able to implement your plan for this community, or who would benefit from the information you obtained in your community analysis?
- Describe the methods used and outcomes of your health education project evaluation (include education plan in Appendix).
- Summarize barriers and facilitators for implementing your plan to address wellness deficits or gaps in care or services in your Practice Experience population.
- What differences, if any, did you observe between the needs of the geographic community (as identified in your diagnosis) and those of your Practice Experience population?

Practice Experience Time Log Examples...

Hours spent developing your health education project (Project # 2) are **NOT considered practice hours**. But, time spent implementing your education plan can be included in your Practice Experience Log.

Similarly, time spent interviewing a community leader/key informant who works with your Practice Population can be included in your Practice Experience Log. However, writing the interview summary for your Project # 3 assignment is **NOT included as Practice Experience hours**.

All time spent at your chosen community-based organization, including general discussions that take place in the community to help you understand the needs of your chosen population and help you plan activities **CAN be included in your Practice Experience Log**.

Practice Experience Hours			
Date	Start / Finish Time	Description of Activity/ Activities	Brief Description of Observations and/or Outcome(s)

DATE	Start/Finish Time	Hours	Description of Activity/Activities	Brief Description of Observation and or/Outcomes
X/XX	11:00-12:30	1.5	Met W/PDQ Clinical Liaison to discuss community assessment need project	Outcome: There is a need for a XXX program for the XXX children who attend the School System.
X/XX	8:30-10:00	1.5	Met w/PDQ school nurse at XXX School	Outcome: Discussed needs of children who are XXX at school but don't have access to XXX during the summer.
X/XX	10:15-11:45	1.5	Met w/PDQ at Helping Organization	Outcome: Discussed the logistics of how to develop and organize a XXX program that would serve the needs of children who are currently enrolled in school.
X/XX	12:30-2:30	2.0	Food Pantry Managers Meeting at XXX grocery store	Outcome: Discussed and planned upcoming initiatives to serve the needs of XXX children and their families.
X/XX	9:00-10:30	1.5	Met w PDQ	Outcome: Reviewed next step items for soliciting volunteers, distribution of flyers for volunteer day training, and setting up meetings with Helping Organization staff to discuss XXX program details.

Education Assignment...

This Education assignment pertains to and will be implemented with the population/community you have chosen for your practice learning experience.

- Complete an educational needs assessment in your chosen community setting utilizing available health statistics and community-identified health education needs.
- Review development considerations (e.g, age, health literacy levels) of the target community.
- Develop an education plan template and health education material for this population.
 - An education plan template is usually brief and consists of bullet points with limited narrative.
 - The template for your education plan and the teaching material(s) must be submitted 1st
 - The teaching materials cannot be used until reviewed and graded.
- Implement the education plan

Teaching Plan Template

Community Health

Your Name	
Agency / Target Population	
Overall Educational Goal	

Needs Assessment	Special Considerations	Objectives	Content	Teaching Strategies (estimated time if applicable.)	Written material	Evaluation

Table Notes & Tips...

Needs Assessment: List methods used.

Special Considerations: Describe learning considerations (e.g. development, literacy levels)

Objectives (from Bloom's taxonomy): If more than one objective is listed, include one cognitive and one affective objective, or one cognitive and one psychomotor objective.

Content: Summarize content of teaching activity

Teaching Strategies: For example: lecture, questions and answers, interview/discussion, exercise, video. If your education project consists of distributing written materials only, for example during a health fair, do not include estimated education time.

Written material: Type of written material to be used? Include with your template submission.

Final evaluation: List at least one method to evaluate outcome of education plan (e.g. return demonstration, questions and answers, post-test, quiz). Is evaluation method formative or summative?



Needs Assessment	Special Considerations	Objectives	Content	Teaching Strategies (estimated time if applicable)	Written material	Evaluation
Existing data provided by XXX organization and local government agency	Language barriers with some of the minority population Varying degrees of literacy	Identify 2 XXX signs of XXX.	XXX worksheets that include age appropriate reading and puzzles.	Small group sessions (less than 30 minutes), weekly over one month and printed material.	Puzzle worksheet. XXX coloring and activity book.	Accurately describe XXX within two months.
Direct observation of XXX area	Language barriers with some of the minority population Varying degrees of literacy	Explain the rationale for choosing XXX instead of XXX	XXX handouts that include age appropriate explanations for XXX.	Small group sessions (less than 30 minutes), weekly over one month and printed material.	XXX handout.	Accurately explain XXX within two months.



Needs Assessment	Special Considerations	Objectives	Content	Teaching Strategies (estimated time)	Evaluate
<ul style="list-style-type: none">•Interviewed school nurses from 2 elementary schools in the XXX School District•Interviewed parents of elementary school-aged children•Asked questions to a small group of 4 to 7 year old children about XXX to assess what they know	<p>English as a second language (ESL) children will be attending.</p> <p>Children with delayed fine motor skills or any other developmental learning disabilities</p>	<p>At the end of the teaching lesson, the children will identify 4 items that will help them XXX.</p>	<p>Supplies: XXX</p> <p>Have children sit and describe items and the use of the items.</p> <p>Additional Supplies: Large sheets of paper, crayons, and markers for XXX activity.</p>	<p>20 minutes: Ask questions and discuss each item to determine if it is appropriate for XXX.</p>	<p>10 minutes: The children will demonstrate the use of XXX.</p> <p>10 minutes: The children will identify if the use of XXX is helpful or not helpful</p> <p>Observation The children appropriately use XXX when needed</p>

Some ideas for Projects....

Asthma and its triggers

Adolescent suicide

Dietary/Nutritional needs

Signs of stroke to school age children

Pertussis information

Tobacco use in the adult population

Fall prevention to the elderly population

Lead poisoning

Abuse: Domestic, child, elderly, etc.

Hygiene and oral care

Vaccine and immunization information

Pre-diabetes and diabetes prevention and treatment

Obesity

Opioid abuse

Back injury prevention and exercise

Water safety

Breast and prostate cancer warning signs

Hypertension prevention and treatment

Good to Know Websites

Website for viewing the **NUR 443 ppt, FAQs (on the bottom of the page), and uploading malpractice insurance and nursing license into Complio:**

<https://www.tesu.edu/nursing/students/course-registration-updates>

Website for a preview of the NUR 443 syllabus:

<https://www2.tesu.edu/course.php?CourseCode=NUR-443&sem=&CourseCode=NUR-443&sem=>

Last, but not Least : Enjoy Your Learning Journey



“Nursing encompasses the arts and sciences and requires the integration of specialized knowledge and skills in providing comprehensive care for individuals, families, and communities. “