NUR 6348
Advanced Clinical Practice for Nurse Educators
Fall 2021

Instructor: Tammy K. Stafford, DNP, MSN, MBA, RN, NEA-BC
Email: tammy.stafford@angelo.edu
Phone: 325-486-6872
Office: Virtual
Office Hours: By Appointment. If you have a question and an email response would suffice, then simply let me know this when you contact me.
Time Zone: All due dates and times in this syllabus are Central Standard Time (CST)

Course Information

Course Description
This course allows students the opportunity to expand knowledge in a focused area of clinical nursing practice. Additionally, students will explore epidemiology and public health content related to health care outcomes. Students will work with faculty to select appropriate practicum settings and will complete 50 clock-hours within a supervised clinical experience.

Course Credits
Three Semester Credit Hours (2-0-50)

Prerequisite / Co-requisite Courses
NUR 6318, NUR 6324, NUR 6331, NUR 6338

Prerequisite Skills
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the program name. Computer access requirements are further delineated in the graduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Graduate Nursing Student Handbook should be reviewed before taking this course.
Program Outcomes

Upon completion of the program of study for the MSN Program, the graduate will be prepared to:

1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.
2. Apply organizational and systems leadership skills.
3. Design and implement quality improvement initiatives
4. Integrate best research evidence to improve health outcomes.
5. Utilize informatics, healthcare technology and information systems.
6. Advocate through system level policy development.
7. Employ effective communication in inter-professional teams
8. Synthesize the impact of health determinants for provision of culturally relevant health promotion/disease prevention strategies.
9. Practice at the level of a master’s prepared nurse

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to MSN Program Outcomes</th>
<th>Mapping to MSN Essentials</th>
<th>Mapping to NLN Educator Competencies</th>
</tr>
</thead>
</table>
| 1. Assess the purpose of epidemiology and social epidemiology in public health nursing to promote improvements in health outcomes and well-being of individuals, families, communities, and populations. | • Discussion Board #2  
• Healthy People 2030 Assignment  
• Discussion Board #4  
• Social Justice and the Role of the Public Health Nurse Assignment  
• Discussion Board #5  
• Discussion Board #6 | 1; 8; 9 | 1:1; 1:3; 1:8  
8:1; 8:3  
9.6; 9:7 | 1; 5; 7; 9 |
<p>| 2. Evaluate the impact of social determinants of health as identified by | • Healthy People 2030 Assignment | 1,4,8,9 | 1:1; 1:3; 1:4 | 1,5,7 |</p>
<table>
<thead>
<tr>
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<th>Mapping to NLN Educator Competencies</th>
</tr>
</thead>
</table>
| Healthy People 2030 on individuals, families, communities, and populations.             | • Discussion Board #3  
• Discussion Board #4                                                                                                      | 8:1, 8.3                      | 9:2, 9:6                  |                                    |
| 3. Establish personal and professional level goals and objectives appropriate for advanced clinical nursing practice. | • Clinical Immersion Learning Goals and Objectives Parts I & II  
• Daily Objectives for Clinical Immersion                                                                                     | 9                             | 9:15                     | 2                                  |
| 4. Design, implement, and evaluate an educational clinical project to teach individuals and populations in the selected clinical nursing specialty to enhance health outcomes and well-being. | • Clinical Practice Project  
• Discussion Board #1  
• Gaining Perspective of Nurses in the Specialty Field Interview Assignment  
• Analysis of Clinical Nursing Specialty Assignment                                                                           | 1,2,4,8,9                     | 1:1, 1:3                  | 1,2,5,7                            |
| 5. Analyze the role of the nurse in social justice and public health ethics            | • Discussion Board #2  
• Discussion Board #4  
• Discussion Board #5  
• Social Justice and the Role of the Public Health Nurse Assignment                                                                | 6,8,9                         | 1:1                      | 1, 5, 7                            |
Course Delivery
This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at ASU's Blackboard Learning Management System.

Required Texts and Materials

Technology Requirements
To participate in one of ASU’s distance education programs, you need this technology:
- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Topic Outline
Module 1: Preparing for Clinical Immersion
Module 2: Public Health Nursing and Its History
Module 3: Healthy People 2030
Module 4: Epidemiology
Module 5: Social Epidemiology
Module 6: Health Policy and Public Health
Module 7: Disaster Management
Module 8: Clinical Immersion

Communication
Faculty will respond to email and/or telephone messages within 36 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.
Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone or Collaborate, Zoom, or WebEx. Preferred method of communication with course FACULTY: General questions may be asked on the Discussion Board Forum “I have a Question” forum where other students can have the same questions answered. More urgent questions may be asked by email. Emergent questions/contact may be accomplished via phone or text. Please use the contact method that meets the urgency of your need.

“Netiquette” Guidelines

- Check the discussion frequently and respond appropriately and on subject. Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach. Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- Be sure to get consent before forwarding someone else's messages. It is extremely rude to forward someone else's messages without their permission.
- It is acceptable to use humor but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The above "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)
**Grading**

**Evaluation and Grades**

The table below contains the assessments employed and how they will be graded in this course.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent/Points of Total Grade</th>
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<tbody>
<tr>
<td>Discussion Boards (6 total)</td>
<td>15%</td>
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<tr>
<td>Clinical Readiness Checklist and Supporting Documents</td>
<td>1%</td>
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<tr>
<td>Attestation—Orientation Handbook for Preceptorships</td>
<td>1%</td>
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<tr>
<td>Healthy People 2030 Assignment</td>
<td>6%</td>
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<tr>
<td>Clinical Immersion Learning Goals and Objectives Part 1</td>
<td>10%</td>
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<tr>
<td>Analysis of Clinical Nursing Specialty Assignment</td>
<td>10%</td>
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<tr>
<td>Social Justice, Health Disparities, and Health Equality TEDTalk Assignment</td>
<td>10%</td>
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<tr>
<td>Gaining Perspective of Nurses in the Specialty Field Interview Assignment</td>
<td>10%</td>
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<tr>
<td>Clinical Documentation:</td>
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<tr>
<td>• Daily objectives for clinical immersion</td>
<td></td>
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<tr>
<td>• Clinical Hours Documentation Log for Clinical Immersion</td>
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<td>• Clinical Calendar</td>
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<td>• Student Evaluation of Preceptor/Facility Form</td>
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<td>• Preceptor Evaluation of Student Form</td>
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<td></td>
<td>5%</td>
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<tr>
<td>Clinical Immersion Learning Goals and Objectives Part 2</td>
<td>10%</td>
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<tr>
<td>Clinical Practice Project</td>
<td>20%</td>
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<td>Course Surveys (mid-term and end of course) Attestation Statements</td>
<td>2%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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Grading System
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:
- A = 90.00-100 points
- B = 80.00-89.99 points
- C = 70.00-79.99 points
- F = <70.00 (Grades are not rounded up)

- Failure to turn in all required paperwork BY THE DUE DATE constitutes a failure in the clinical portion of the course.
- Late work is NOT accepted for the clinical documents and assignments
- For didactic (non-clinical) assignments, late work is NOT accepted. Failure to submit assignments on the due date, except in the case of an emergency situation and with the approval of course faculty, will result in a grade of zero (0). Students must complete all work for this course, even if the late submission is not accepted for a grade. Faculty reserve the right to deduct points if late assignments are accepted past the original due date.
- You must pass BOTH the didactic and clinical portions of this course to pass the course.

NOTE:
- All documents MUST be submitted on time to receive a passing grade.
- Must successfully meet all clinical requirements to pass this course.
- Must pass EACH (and ALL) clinical assignments/practicum to pass the clinical portion of the class—not a cumulative passing grade.
- If the student does not pass any one part of the clinical section of the course, the student will fail the course regardless of success in other didactic areas of the class and class assignments.

Clinical Requirements and Expectations
Each student will spend 50 hours in the clinical setting with an approved preceptor. The clinical practicum provides the student with an opportunity to immerse into and expand knowledge of a clinical nursing specialty focus. Detailed information about the clinical immersion is available in the NUR 6348 Blackboard course Module 8.
Prior to the first clinical experience the student will:

_____ Ensure all required immunizations and certifications are current
_____ Review and complete the Clinical Readiness Checklist
_____ Submit the required completed and accurately filled out paperwork to the graduate department secretary. The paperwork must be signed, dated, with all of the required information by the deadline indicated in the course calendar.
  ▪ Preceptor Agreement Form
  ▪ Preceptor Profile Form
  ▪ Preceptor CV
  ▪ Clinical Affiliation Agreement with ASU (if not already on file)
_____ Receive a letter of approval from the Graduate Department of Nursing Secretary office

***NOTE: the student cannot start the clinical experience until ALL requirements are met and all documents have been approved by the course faculty including a letter from the graduate department of nursing secretary noting the student has been approved to start the clinical experience at the selected site(s).

Clinical Immersion Expectations
During the clinical immersion the student will:

1. Complete the Daily Wellness Screening each scheduled clinical day prior to arriving at the clinical site. **DO NOT go the clinical site if you are not feeling well. Contact your course faculty and notify the clinical preceptor of your absence.**
2. The student will present the preceptor with his/her clinical objectives **which will help achieve the broad course objectives identified for the semester.**
3. The student will maintain a Clinical Log of Hours which will be signed by the preceptor **daily** when in the clinical setting.
4. The student will keep all logs and clinical calendar current.
5. Communicate with the course facility if a student/preceptor issue arises in the clinical setting or of absence from the clinical site.
The student is always expected to safely perform in the clinical setting. Failure to do so may result in the student being removed from the clinical rotation. Students deemed unsafe or incompetent will fail the course and receive a course grade of “F”.

The following behaviors constitute clinical failure:

1. Demonstrates unsafe performance and makes questionable decisions.
2. Lacks insight and understanding of own behaviors and behaviors of others.
4. Fails any of the clinical evaluations—preceptor or faculty
5. Has difficulty adapting to new ideas and roles.
6. Fails to submit required written clinical exercises/assignments.
7. Falsifies clinical hours.
8. Violates student confidentiality agreement.

COVID-19 Precautionary Measures

For clinical experiences, graduate nursing students will follow the recommendations of the Centers for Disease Control and Prevention (CDC), the American Association of Colleges of Nursing (AACN), and the clinical facility COVID-19 screening and safety protocols.

Graduate nursing students are responsible for providing their own facial coverings including N-95 masks if required by the clinical facility.

Graduate nursing students are to practice social distancing and cough etiquette as well as follow the CDC recommendations for handwashing and the use of disinfectant on frequently touched surfaces.

COVID-19 Screening

Graduate Nursing Students are required to perform a self-screening completing the Daily Wellness Screening to ensure they are not exhibiting COVID-19 symptoms prior to arriving at the assigned clinical site.

Graduate Nursing Students must conduct the self-screen, including temperature check and confirm the absence of exhibiting COVID-19 symptoms including:

- Fever of 100 degrees or greater
- A new cough not attributable to another medical condition
- New onset of muscle aches not attributable to another medical condition or specific activity (e.g., due to physical exercise)
- New or worsening headache
- New onset of loss of taste or smell
- Throat pain not attributable to another medical condition
- Congestion or runny nose not attributable to another medical condition
• New onset of shortness of breath not attainable to another medical condition
• Nausea or vomiting
• Diarrhea

Students exhibiting symptoms and/or have a temperature of 100 degrees Fahrenheit or greater are required to stay home and:
• Inform the clinical or course faculty and the host facility preceptor/mentor
• Seek medical attention as follows:
  o Download and use the Shannon on Demand app
  o Create an account
  o Use payment code SHANNONCOVID19 which will completely cover your cost.
  o Talk to one of the physicians available
  o Carefully follow the physician’s instructions
  o If the student lives in or near the San Angelo, Texas area, the student may make an appointment with the Shannon Clinic-Jackson by calling 325-942-2171 and follow the clinic’s instructions regarding your appointment.
• Students may schedule an appointment with their primary care provider.

COVID-19 Acknowledgement and Consent Forms
The graduate nursing student will review and complete the following acknowledgement and consent forms on the ASU Department of Nursing Website:
• Graduate Nursing COVID-19 Acknowledgement and Consent
• Graduate Nursing Program COVID-19 and Face Mask Acknowledgement
• Graduate Nursing Program COVID-19 Vaccination Acknowledgement

Teaching Strategies
Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers. Examples of learning strategies used in this course include, but are not limited to preceptor guided learning experiences, readings, group discussions, and writing assignments.

Assignment and Activity Descriptions
Discussion Board Activities: Discussion Boards provide an avenue for synthesis of material/information. A discussion board is provided in this course as a way to help students’ process course materials, express thoughts, and engage others opinions and ideas in a healthy and productive learning environment. Students are expected to respond to all discussion board assignments and support individual answers with evidence-based findings.
**Healthy People 2030 Assignment:** The Healthy People 2030 assignment will help the student connect the concepts of Healthy People 2030 to the clinical nursing specialty. Students will be able to use information from the exploration of the Healthy People 2030 website and connect to the population of patients associated with the chosen clinical specialty.

**Clinical Immersion Learning Goals and Objectives Part I and Part II:** For Part I students will develop a PowerPoint presentation and record a presentation of the information in the presentation discussing the selection nursing clinical specialty and goals the student wishes to achieve during the clinical immersion. The goals the student will set are broad in nature and will be further defined with objectives for the meeting the goals. For Part II the student will revisit the goals and objectives for Part I and provide an update regarding what goals were met, what new goals and objectives were developed based on the clinical immersion experience, and what was learned from the clinical immersion experience. For Part II the student will develop a PowerPoint presentation and will record a presentation of the information.

**Clinical Calendar:** Students will develop and submit a clinical calendar with a proposed schedule of hours of clinical experiences. The calendar will be updated weekly to reflect the weekly and cumulative hours.

**Analysis of Clinical Nursing Specialty Assignment:** For this assignment, students will explore information to deepen their knowledge and expertise in the chosen nursing specialty. The student will develop a PowerPoint presentation to present the information discovered and will record the presentation of the information.

**Social Justice, Health Disparities, and Health Equality TEDTalk Assignment:** Nurses have a long-standing history advocating for social justice for all persons for access to healthcare. For this assignment, students will identify an image that speaks social justice and health, develop a TEDTalk, and record the TEDTalk presenting the information.

**Gaining Perspective of Nurses in the Specialty Field:** Using Patricia Benner’s Novice to Expert Theory, the student will conduct a short interview of a novice/advanced beginner nurse, competent/proficient nurse, and an expert nurse in the clinical specialty field. Through the interview process the student will gain insight from three different perspectives of knowledge and expertise in the chosen specialty. The student will develop a short APA paper sharing what was learned from the interviews and how this has enhanced the knowledge of the student.
Clinical Practice Project: Students will develop a teaching project with input from the clinical preceptor to teach patients. The student will develop handouts if needed and any additional teaching materials and present the information to patients in the chose clinical nursing specialty.

Assignment Submission
All assignments MUST be submitted through the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at tammy.stafford@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy
Due dates and times for assignments are posted in the course schedule. Failure to submit your assignments on the assigned date will result in a five percent (5%) deduction for each day after the posted deadline. No papers or postings will be accepted more than six (6) days past the assigned due date. Non-submitted items do not qualify under revision/re-do allowances as noted in the Grading System above.

General Policies Related to This Course
All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook
- Angelo State University Graduate Catalog
- Graduate Nursing Student Handbook

Student Responsibility and Attendance
This class is asynchronous, meaning you do not have to be on-line at a certain time. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation.
Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject to disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s Statement of Academic Integrity.

Accommodations for Students with Disabilities

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.
Plagiarism
Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.

Academic Calendar
Students are responsible for adhering to all dates set forth in the ASU Academic Calendar for the semester.

Special Notes:
- Please note the University Calendar for the Last day to drop a class or withdraw from a regular semester
- Drop an online class
- Withdraw from school
- Notify your faculty if you plan to drop or withdraw. A general understanding of the circumstances will be helpful for program development.

Student Absence for Observance of Religious Holy Days
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

Copyright Policy
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of
such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

**Title IX at Angelo State University**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

*Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).*

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

**Course Disclaimer**

Although it is never the intention of this course instructor to offend anyone, on rare occasions students do become offended during discussions. The nature of the content of this course may lead to someone being offended by ideas read or presented, or someone’s ideas or opinions
shared. The purpose is to encourage you to consider, objectively, the viewpoints reflected in other’s works as you examine your own views, assumptions, and preconceptions in an attempt to formulate an informed, thoughtful, and defensible position. It is not the intent of this class to “indoctrinate” you into any particular point of view, persuade you to adopt any specific position, or even “challenge” your personal beliefs. The hope is that, together, we can all remain as objective as possible and keep our discussions on a high intellectual plane.
# Course Schedule

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
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| Week 1—8/23-8/29 | **Module 1—Preparing for Clinical Immersion**  
  - Let’s Reconnect Discussion Board  
    o Personal Post—Due 8/25/2021 by 11:59 pm  
  - Discussion Board # 1 Clinical Immersion Specialty  
    o Personal Post—Due 8/27/2021 by 11:59 pm  
    o Post to Peers—Due 8/29/2021 by 11:59 pm  
  - Clinical Readiness Checklist and Supporting Documentation  
    o Due 8/29/2021 by 11:59 pm  
  - Attestation Orientation Handbook for Preceptors  
    o Due 8/29/2021 by 11:59 pm |
| Week 2—8/30-9/5 | **Module 2—Public Health Nursing and Its History**  
  - Discussion Board #2 Public Health Nursing  
    o Personal Post—Due 9/1/2021 by 11:59 pm  
    o Post to Peers—Due 9/5/2021 by 11:59 pm |
| Week 3—9/6-9/12 | **Module 3 Healthy People 2030**  
  - Healthy People 2030 Assignment  
    o Due 9/12/2021 by 11:59 pm |
| Week 4—9/13-9/19 | **Module 4 Epidemiology**  
  - Discussion Board #3 Epidemiology and Legionnaires Disease  
    o Personal Post—Due 9/15/2021 by 11:59 pm  
    o Post to Peers—Due 9/19/2021 by 11:59 pm |
| Week 5—9/20-9/26 | **Module 4 Epidemiology**  
  - Clinical Immersion Learning Goals and Objectives  
    o Due 9/26/2021 by 11:59 pm  
  - Clinical Calendar  
    o Due 9/26/2021 by 11:59 pm—Reminder—updates must be provided to the calendar—see instructions Module 8. |
| Week 6—9/27-10/3 | May begin clinicals this week if all required paperwork is in place. **Module 4 Epidemiology**  
  - No assignments due this week |
| Week 7—10/4-10/10 | **Module 5 Social Epidemiology**  
  - Discussion Board #4 Social Determinants of Health  
    o Personal Post—Due 10/6/2021 by 11:59 pm  
    o Post to Peers—Due 10/10/2021 by 11:59 pm |
| Week 8—10/11-10/17 | **Module 5 Social Epidemiology**  
  - Analysis of Clinical Nursing Specialty Assignment |
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<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
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<tr>
<td></td>
<td>o Due 10/17/2021 by 11:59 pm</td>
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<tr>
<td>Week 9—10/18-10/24</td>
<td><strong>Mid-term Course Survey Opens</strong></td>
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<td><strong>Module 5 Social Epidemiology</strong></td>
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<td>• Social Justice and the Role of the Public Health Nurse Assignment</td>
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<td>o Due 10/24/2021 by 11:59 pm</td>
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<tr>
<td>Week 10—10/25-10/31</td>
<td><strong>Module 6 Health Policy and Public Health</strong></td>
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<td>• Mid-term Course Survey</td>
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<td>o Due 10/25/2021 by 11:59 pm</td>
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<tr>
<td>Week 11—11/1-11/7</td>
<td><strong>Module 6 Health Policy and Public Health</strong></td>
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<td>• Discussion Board #5 Health Policy in Public Health Nursing</td>
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<td>o Personal Post—Due 10/6/2021 by 11:59 pm</td>
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<td>o Post to Peers—Due 10/10/2021 by 11:59 pm</td>
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<td></td>
<td>• Gaining Perspective of Nurses in the Specialty Field</td>
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<td>o Due 11/7/2021 by 11:59 pm</td>
</tr>
<tr>
<td>Week 12—11/8-11/14</td>
<td><strong>Module 7 Disaster Management</strong></td>
</tr>
<tr>
<td></td>
<td>• No assignments due this week</td>
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<tr>
<td>Week 13—11/15-11/21</td>
<td><strong>Module 7 Disaster Management</strong></td>
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<tr>
<td></td>
<td>• Discussion Board #5 Disaster Management in Public Health Nursing</td>
</tr>
<tr>
<td></td>
<td>o Personal Post—Due 11/17/2021 by 11:59 pm</td>
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<td></td>
<td>Post to Peers—Due 11/17/2021 by 11:59 pm</td>
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<tr>
<td>Week 14—11/22-11/28</td>
<td><strong>Module 8 Clinical Immersion Wrap-Up</strong></td>
</tr>
<tr>
<td></td>
<td>• No assignments due this week</td>
</tr>
<tr>
<td>Week 15—11/29-12/5</td>
<td><strong>Module 8 Clinical Immersion Wrap-Up</strong></td>
</tr>
<tr>
<td></td>
<td>• Daily objectives assignment</td>
</tr>
<tr>
<td></td>
<td>o Due 12/3/2021 by 11:59 pm</td>
</tr>
<tr>
<td></td>
<td>• Student Evaluation of Preceptor/Facility Form</td>
</tr>
<tr>
<td></td>
<td>o Due 12/3/2021 by 11:59 pm</td>
</tr>
<tr>
<td></td>
<td>• Preceptor Evaluation of Student Form</td>
</tr>
<tr>
<td></td>
<td>o Due 12/3/2021 by 11:59 pm</td>
</tr>
<tr>
<td></td>
<td>• Clinical Hours Documentation</td>
</tr>
<tr>
<td></td>
<td>o Due 12/3/2021 by 11:59 pm</td>
</tr>
<tr>
<td></td>
<td>• Clinical Immersion Learning Goals and Objectives Part 2</td>
</tr>
<tr>
<td></td>
<td>o Due 12/5/2021 by 11:59 pm</td>
</tr>
<tr>
<td></td>
<td>• Clinical Practice Project</td>
</tr>
<tr>
<td></td>
<td>o Due 12/5/2021 by 11:59 pm</td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic/Assignments/Assessments DUE</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Week 16—12/6-12/10</td>
<td>Congratulations!!! You did it!!! Thank you for all of your hard work. Enjoy your winter break</td>
</tr>
</tbody>
</table>

**Student Evaluation of Faculty and Course**

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

The following are considered essential and Important evaluation items for this course.

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
4. Acquiring skills in working with others as a member of a team
5. Developing skill in expressing oneself orally or in writing
6. Learning how to find, evaluate, and use resources to explore a topic in depth
7. Developing ethical reasoning and/or ethical decision making
8. Learning to analyze and critically evaluate ideas, arguments, and points of view
9. Learning to apply knowledge and skills to benefit others or serve the public good
10. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

**Grading Rubrics**

To view grading rubrics for (assignments and discussions), please go to the “My Grades” link in your Blackboard course, and select **View Rubric** under each graded item.

**End of Syllabus**