COURSE TITLE: Nursing 4611 – Promoting Health Along the Border

COURSE DESCRIPTION: Focus on community health issues along the US/Mexico border with emphasis on application of multidisciplinary teamwork directed toward aggregates within the community setting.

CREDIT ALLOCATION: Six (6) semester hours (1-0-15)

COURSE PLACEMENT: 8th Semester

PREREQUISITES: Successful completion of all 7th semester courses.

COURSE OVERVIEW: This course is designed as a culminating community health experience. The student will synthesize previous knowledge, explore the application of multidisciplinary teamwork, and begin to apply the knowledge to aggregates within the community. Topics of discussion will include issues as they relate directly to the US/Mexico border. Research in related issues will be discussed. Critical thinking is an expectation in the course.

COURSE OBJECTIVES:
1. Apply knowledge of physiological, psychological, sociopolitical, and spiritual influences in assessing aggregates within communities.
2. Use communication skills and group process strategies to promote health.
3. Apply teaching/learning principles to educate community groups.
4. Use the epidemiological process to identify stressors and to meet health needs of aggregates in a community setting.
5. Discuss political, legal, and ethical considerations in promoting health in aggregate populations.
6. Identify research related to current community health issues along the border.
7. Use public health principles with a multidisciplinary approach to meet the health needs of aggregates within a community setting.

Required Textbooks:


COURSE REQUIREMENTS AND POLICIES:

Students are responsible for their own learning. This includes but is not limited to…
1. attending all clinical sessions (a minimum of 225 hrs) and seminar meetings as announced by the faculty. It is the responsibility of the student to obtain approval from the faculty member and the preceptor prior to absences/lateness for any scheduled clinical or classroom event. The faculty reserves the right to drop a student from the course when it is determined the student...
   a. has been absent to such a degree as to impair his/her meeting course objectives. Faculty may require a written excuse from the student’s physician if the absence is due to illness.
   b. is not prepared for clinical experiences and/or conferences.
   c. is performing in an unsafe or non-professional manner.

   *Should the student be dropped from the course, the faculty will assign either a “W” or “F” grade (refer to the current UTEP catalog).

2. presenting to the preceptor, the ‘Preceptor Packet’. The Preceptor Packet includes the philosophy of the school of nursing, the course syllabus, the Preceptor Agreement Form, the preceptor resume form and the student evaluation form. It is the student’s responsibility to submit the signed Preceptor Agreement Form and the Preceptor resume form to the instructor during the first week of the clinical experience.

3. maintaining collaboration and open communication with faculty and preceptor. There will be ongoing feedback from the clinical preceptor and faculty member related to the student progress. A written mid-term and final evaluation of student clinical performance will be completed with input from the preceptor, student and faculty, but it is the faculty member who is ultimately responsible for determining the student’s course grade.

4. completing and submitting (at due date and time) all course assignments (weekly journal and critical analysis with research application).

5. adhering to University, College and School of Nursing policies relating to Academic integrity, Disabilities, Special conditions, Religious needs and professional nursing dress code (See UTEP undergraduate catalogue and Nursing Undergraduate Student Handbook).

<table>
<thead>
<tr>
<th>GRADING:</th>
<th>Clinical Evaluation 82% X</th>
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<tr>
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<td>Clinical Assignments 18% X</td>
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<td>Course Grade:</td>
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Grade Range: A = 93-100
B = 84-92
C = 75-83
D = 69-75
F = <69

Weekly assignments
1. **Time Sheets**

2. **Weekly Journal** of significant happenings and student perspective (reaction / evaluation of these events) as related to health care trends, the population being served and/or the health care delivery milieu.

3. **Critical analyses** of specified topics related to course objectives (1-2 pages).
   - Text references &/or Research application required for each analysis.

**Week 1:** Describe the functional organization of the agency where assigned (include mission, goals, funding, leadership, disciplines involved and the role of the nurse).

**Week 2:** Define the population being served in terms of physiological, psychological, socio-political and spiritual needs. Evaluate the effectiveness of the health care delivery provided. Offer suggestions/recommendations for improvement. *(Research application required)*

**Week 3:** Identify trends (observed stressors) commonly reported by the aggregate being served. These stressors may be physical, social, economic, environmental or interpersonal. Relate these stressors to ‘Change theory’.

**Week 4:** Provide a reference-based rationale for a teaching project within the agency. The teaching (presented within the agency) may be directed to staff, patients, administration or families. Teaching strategies, evaluative measures and outline must be submitted. *(Research application required).*

**Week 5:** Discuss the political, legal, and ethical considerations in health promotion as evidenced within the agency where assigned.

### Summative assignment

A summative report / analysis of the 6 week preceptored clinical experience identifying strengths / weaknesses, changes in personal perspective, change(s) accomplished within agency secondary to student input, overall perception of the expanded role of the nurse in a community setting.

### Course Requirement: Comprehensive Pharmacology ERI

On or before 3/1/05, students are required to take and pass (at or above the national average) the ERI Comprehensive Pharmacology exam. Students may re-take this exam as many times as desired prior to that date. Arrangements must be made with the course coordinator of 4611 or 4612 to retake. Students who are not successful by March 1st will not be allowed to proceed to the second rotation course (4611 or 4612), and should officially drop that course by the course drop deadline (3/18/05). After passing the exam, students may register and take the remaining 8th semester clinical rotation course.

### Date Time Agenda

**All Students**

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<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Agenda</th>
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<tbody>
<tr>
<td>January 10</td>
<td>0800-1200</td>
<td>RN Assessment Exam</td>
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<td>1300-1700</td>
<td>General Preceptor / Student Orientation</td>
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<td>11</td>
<td>1300-1430</td>
<td>Opportunity to re-take Pharmacology ERI</td>
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<tr>
<td>March 2</td>
<td>1300-1430</td>
<td>Last Chance to successfully take/pass Pharm ERI</td>
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**RN Assessment re-takes (tba)**

**First Rotation (N-4611): January 12 – March 1**

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<th>Date</th>
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<tbody>
<tr>
<td>January 11</td>
<td>0900-1100</td>
<td>N-4611 Orientation / Course Overview(Rm 237)</td>
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<tr>
<td>12, 13, 14</td>
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<td>Meet with Preceptors: Contracts / Resumes</td>
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<td>Facility orientations</td>
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<td>Begin clinical preceptorship</td>
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<td>17</td>
<td>1500-1700</td>
<td>Martin Luther King Holiday (No Clinical)</td>
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<td>20</td>
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<td>Theory: Experiential Sharing <em>(Rm 235)</em></td>
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<td><em>(Change Theory / Teaching/Learning Theory)</em></td>
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February 3 1500-1900 Theory: *Mid-Term Evaluations (Rms 305, 308, 419)*

February 27 Journal & Week 1 Assignment due
February 27 Journal & Week 2 Assignment due

February 10 Journal & Week 4 Assignment due
February 17 Journal & Week 5 Assignment due

February 25 0900-1200 Theory: *Experiential Sharing (Rm 602)*
February 28/March 1 Journal & Summative Analysis due
February 28/March 1 Clinical make-up days as needed

2nd Rotation (N-4611): March 2-April 29

March 2 0900-1100 *N-4611 Orientation / Course Overview (Rm 237)*
March 3, 4 Meet with Preceptors: Contracts / Resumes
March 3, 4 Facility orientations
March 3, 4 Begin clinical preceptorship
March 9 1500-1700 Theory: Experiential Sharing *(Rm. 604)*
March 9 1500-1700 *(Change Theory / Teaching/Learning Theory)*
March 9 1500-1700 Journal & Week 1 Assignment due
March 16 Journal & Week 2 Assignment due
March 30 1500-1900 Theory: *Mid-Term Evaluations (Rms 305, 308, 714)*
March 30 1500-1900 Journal & Week 3 Assignment due
March 31 *Caesar Chavez Holiday (No Clinical)*

April 6 Journal & Week 4 Assignment due
April 13 Journal & Week 5 Assignment due
April 22 0900-1200 Theory: *Experiential Sharing (Rm 602)*
April 22 0900-1200 Journal & Summative Analysis due
April 25/26 Clinical make-up days as needed