



Bachelor of Science in Nursing
Clinical Learning Experience



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Mission Statement

The mission of Southwest University at El Paso is to provide exceptional career and technical training, promote intellectual growth, critical examination and informed understanding through general education and a commitment to educational excellence strengthened by quality instruction, a positive learning environment, and the integration of emerging technologies to enable students to achieve their potential, participate in new employment opportunities, and continue to be lifelong learners.

Vision Statement

We make a Difference in People's Lives
Our Lives, Our Employees Lives,
Our Students Lives, Our Community.
We Believe that everything we
Touch we can make Better
We Create
A
Better World.

Disclaimer

This Manual is intended only to outline student policies and procedures. This manual is not intended to be all-inclusive. Southwest University reserves the right to change student policies and procedures in this manual at any time. Students will be notified of any policy changes in writing via email. Said changes will immediately become a part of this manual.



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Welcome to the clinical learning experience component of Southwest University BSN program. This manual addresses the structure, and timing of the on-site clinical experiences. It provides nursing students with practicum policies and procedures. The manual is also designed to serve as a reference for practicum mentors/preceptors.

Southwest University

The BSN program is designed to promote Southwest University's vision, mission, and ongoing commitment to social change.

Immunizations

Before starting their clinical learning experience, students must provide proof of MMR, varicella immunity, and a negative tuberculosis skin test (within 6 months), or chest x-ray. If the student cannot provide assurance of immunity, the student must document MMR and varicella immunizations or appropriate blood titers. Hepatitis B vaccination is strongly encouraged, but not required. Any student who elects to not receive Hepatitis B vaccination must sign a form indicating this declination. If needed this form can be provided to you by your course instructor.

CPR must be current and cannot expire during the duration of the clinical learning experience.

Castle Branch

All students are required to complete all necessary program clearance procedures through Castle Branch. The student is required to pay for these services prior to any clinical hours are completed. More information regarding Castle Branch can be found in the Appendix.



Clinical Learning Experience Guidelines

Clinical Site Selection and Community Site Selection

You must take a proactive role in this process to assure that an acceptable site is found. Identifying learning goals to select a site that provides you the best clinical learning experience.

The sites chosen will prepare the student to practice from an evidence base; to promote safe, quality patient care; incorporating clinical judgment and critical reasoning to address simple-to-complex situations; assume accountability for one's own and delegated nursing care; practice in a variety of healthcare settings; care for patients across the health-illness continuum; care for patients across the lifespan; care for diverse populations; engage in care of self to care for others; and engage in continuous professional development.

You are responsible for scheduling and completing a minimum of 40 clinical hours for NURS 4033 Risk Analysis I, 40 clinical hours for NURS 4045 Risk Analysis II and 8 clinical hours for NURS 2033 – Population Health/Community Nursing I (Windshield Survey). Southwest University allows flexibility in scheduling these hours.

Requirements:

- The Student Activities Log must be submitted to SU Learning at the end of each week, along with a reflection of the clinical experience?.
- Your preceptor will complete an evaluation form each week. Your instructor will meet with your preceptor via a technology platform, telephone conference, or face-to-face to discuss your progress.
- Your instructor will complete an evaluation form and pass/fail grade at the end of the course.
- The student must present project findings to course at completion of their clinical hours via a designated technology platform.
- A failing grade or unmet requirements requires the student to meet with the instructor via a designated technology platform.
- A Zoom meeting will be scheduled for remediation and must be completed within the time frame of the course. Please be advised all Zoom meetings will be recorded and retained for the duration of the student's program.

Unmet Requirements:

- The requirements as set on the rubric were not met
- Required hours not completed
- Required forms not complete
- Unmet requirements in summative evaluation

All documentation must follow APA (6th Ed.) format and demonstrate activities related to course outcomes, specialty competencies, and your learning agreement. Your practicum experience must include direct and indirect patient interactions supervised by an advanced professional nurse, or



an expert nurse in the field site you have selected. Your selected preceptor must be approved by your instructor prior to starting clinical hours. A marginal amount of time spent in gathering evidence for your project may be included in the 80 hours. Travel time is not included as part of your 80 hours.

Affiliation Agreement

An Affiliation Agreement must be completed and accepted by the Nursing Director 72 hours prior to any clinical learning experience. The preceptor must provide all information required, forms must be submitted through the SU drop box before the start of clinical. Please note: any hours completed prior to director-approval of the clinical site will not be accepted.

Ethical Behavior

You are expected to demonstrate professional demeanor, behavior, appearance, and communication at all times. You are bound by the American Nurses Association Code of Ethics and must agree to abide by all the rules and regulations of the state in which you are practicing. The following are expectations for conduct and behavior, and while representative, are not all-inclusive:

- Honesty
- Responsibility
- Respect
- Fairness
- Trust

Inappropriate and/or unprofessional conduct will not be tolerated and may result in failure of the course and/or termination from the program.

Students must meet with instructor via Zoom weekly. Please email your instructor with options of available days and times to schedule appointments..



Practicum for BSN Overview

The practice experiences assist students' transition from learner role to that of scholar – BSN. Students' will engage with a professional colleague in their work/community, and focus on experiences to promote professional competencies. While engaging in your field experience take into consideration the “organization/system understanding, leadership development, evidence-based practice, information management and integration of technologies into practice, interprofessional collaboration and communication, clinical prevention and population health, comprehensive assessment, and quality improvement strategies” (American Association Colleges of Nursing (AACN), 2012, p. 2).

Competencies should focus on role functions with the achievement of individualized learning objectives. The practice experiences require students to apply knowledge, concepts, and skills that they have acquired during their program of study.

Writing and Technology Requirements: The ability to write, use technology, and communicate effectively is essential in advanced nursing roles. Professional nursing standards and competencies for advanced nursing practice specifically address these skills. Written assignments will be evaluated by faculty for (a) the logical flow of ideas and organization of content; (b) spelling, grammar, and punctuation; and (c) the use of American Psychological Association (APA) style described in the Publication Manual of the American Psychological Association (American Psychological Association, 2010). You will have the opportunity to develop skills in using technology by visiting the SU Resource Center.

Evaluation – Preceptor/Instructor

The Practicum and Field Experience is designed to promote student development through the application of theory and research to nursing practice settings. Students are encouraged to identify and define an evidence-based need, then explored that need, or problem throughout the coursework. The practicum and field experience will be developed in two stages, spread over two terms, each building upon previous work. Each week a completed evaluation will be conducted by the preceptor and the instructor. Each form will be submitted through the SU drop box.

Policies

Additional information pertaining to the Student Conduct and Responsibilities and Academic Standing please refer to the student handbook.

Clinical Key Behaviors

Safety and Quality

- Promote achievement of safe and quality outcomes of care for diverse population.
- Applies leadership concept, skills, and decision making in the provision of high quality nursing, healthcare team coordination, and oversight and accountability of care delivery in a variety of settings.
- Applies concepts of quality and safety using structure, process, and outcome measures to identify clinical questions and describe the process of changing current practice.
- Participates in quality and patient safety initiatives, recognizing that these are complex system issues, which involve individuals, families, groups, communities, populations, and other members of the healthcare team.

Evidence-Based Practice

- Explains the interrelationship among theory, practice, and research.
- Integrate evidence, clinical judgement, interprofessional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care.
- Evaluates and modifies nursing care for the full patient assignment in accordance with evidence-based research
- Demonstrates an understanding of the basic elements of the research process and models for applying evidence to clinical practice

Person-Centric Care and Coordination

- Provides therapeutic communication to multiple patients and families; maintains professional, respectful communication at all times
- Actively advocates for multiple patients and families in relation to treatment; takes an active role in communicating with physicians(s) and other healthcare team members
- Provides culturally competent care for multiple patients/families in relation to treatment and care transitions

Teamwork and Collaborative Leadership

- Demonstrates leadership and communication skills to effectively implement patient safety and quality improvement initiatives within the context of the interprofessional team.
- Applies leadership concepts, skills, and decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings.
- Applies concepts of quality and safety outcomes of care for diverse populations.

Information Management and Application of Patient Care Technology

- Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing practice.
- Use telecommunication technologies to assist in effective communication in a variety of healthcare workers.
- Use of technology and information system for clinical decision-making.
- Technological resources for evidence-based practice.

Healthcare Policy, Finance, and Regulatory Environments

- Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments, including local, state, national, and global healthcare trends
- Policy development and the regulatory process
- Ethical and legal issues
- Nurse Practice Act
- Social policy/public police

Clinical Prevention and Population Health

- Prevention and harm reduction
- Public health principles
- Use clinical judgement and decision-making skills in appropriate, timely nursing care during disaster, mass casualty, and other emergency situations
- Advocate for social justice, including a commitment to the health of vulnerable population and the elimination of health disparities

Required Activities

Students must satisfactorily complete all the requirements of their practice experience courses (Table 1) in accordance with the information provided in the course syllabi. Students will complete the didactic portion of the program online. Students will not be allowed to take multiple practice experience courses concurrently. Students must receive a passing grade for the clinical components in the course that have integrated didactic (theory) and practice components to pass the course successfully.

Table 1

Course Number	Course Name	Practice Experience Hours	Comments
NURS 4033	Risk Analysis I	40 Practice Experience Hours	Key Behaviors, Paper, Hours, Reflection
NURS 4045	Risk Analysis II	40 Practice Experience Hours	Key Behaviors, Paper, Hours, Reflection,
NURS 2033	Population Health/Community Nursing	8 Hours Windshield Survey	Key Behaviors, Paper, Hours, Reflection,



NURS 4033 Risk Analysis I Learning Objectives

1. Analyze data pertaining to a specific community health issue.
2. Provide culturally competent care: health promotion, disease and injury prevention interventions in collaboration with other health care professionals in a community health care setting.
3. Analyze the effectiveness of practice experience proposal through practice presentations.
4. Develop a potential intervention plan in collaboration with other professionals that takes into account determinants of health, available resources, and activities that contribute to health and the prevention of illness or injury.
5. Apply the definition of quality to work setting.
6. Perform a literature review to identify measurement standards for a problem identified in healthcare.
7. Recommend strategies to reduce the cost of care.
8. Justify the appropriate leadership style to apply in a given situation.
9. Analyze an example of the quality that was measured, assessed, and improved.
10. Justify the appropriate leadership style to apply in a given situation.
11. Analyze an example of the quality that was measured, assessed, and improved.
12. Demonstrate observation skills and the ability to understand families and individuals and how they function within their communities.
13. Practice assessing families and /or individuals to understand strengths and challenges around health concerns using a community orientation; understanding families/individuals within the context of a community setting.
14. Provide a logic and descriptive assessment report of your findings from the community you observed.

Getting Started Risk Analysis I

NOTE: Prior to clinical hours

- Students must turn in Affiliation Agreement and Preceptor Agreement.
- Paper work must be approved by Southwest University Director of Nursing.
- Students must register for Trajecsys (Instructions Appendix).

Week 1: Identification of a Population in your community

This week you will pick your activity (see appendix), choose a population for the activity that you have chosen. You will begin to take the lead in advocating for and collaborating with others to improve the health care outcomes for the population at risk that you have chosen.

Create a basic genogram on the activity you have chosen, gather information as you work on your project as you built your genogram, to be turned in on Week 5.

Paper:

- Your paper must have an introduction of the problem – of your activity
 - what is the issue
 - why is this issue of concern?
- What outcome is desired, actions must be taken, what would be the proposed time line to implement or complete the advocacy activity?
- Who will you present the issue to, why are they appropriate to present the information to?
- You will present the issue during week 6 to SU faculty.
- APA: References & attachments as appropriate, proper APA formatting, please attach any information that will help the reader understand the issue. Please note this information is not part of your 1,000-word of your paper. This may be information from a person you choose to influence.

Write a 1,000-word paper on the activity you have chosen you must have 3 to 4 references. Please note each week you be adding to your paper.

Create a Power- Point 5-slides of the Population in your Community for week 1.

Practicum

Log Hour form to be turned in through SU Week 2 drop box. (labeled Log Hour Assignment)

Write a reflection of your clinical experience and submit it through SU Week 2 Drop box, labeled Reflection

Preceptor Evaluation Form: Must be submitted to the instructor/mentor via email for completion of hours. Note: If an evaluation is not turned in hours will not be granted. The instructor must be able to download the evaluation form in SU drop box.

Week 2: Epidemiology

Didactic

Week 2 you will clarify your population and the determinants of health-related events of the activity that you have chosen. Your practice experience project should come into clear focus as you continue to analyze related health data.



Add to your week ones' paper, 500 words or more on epidemiology for week 2.
Add information on your Genogram.
Add 5 slides to your Power-Point on the Epidemiology to week 2.

Practicum

Log Hour form to be turned in through SU Week 2 drop box. (labeled Log Hour Assignment)
Write a reflection of your clinical experience and submit it through SU Week 2 Drop box, labeled Reflection
Preceptor Evaluation Form: Must be submitted to the instructor/mentor via email for completed hours. Note: If an evaluation is not turned in hours will not be granted. The instructor will turn in the evaluation form through SU drop box.

Week 3 Population Cultural

Week 3 you will identify any genetic predisposition of your chosen population. Develop culturally appropriate, measureable interventions

Add to your paper, 500 words or more on population cultural, with two addition references for week 3.
Add to your genogram.
Add 5 slides to your Power-Point on Population Cultural for Week 3.

Practicum

Log Hour form to be turned in through the SU Week 3 drop box. (labeled Log Hour Assignment)
Write a reflection of your clinical experience and submit it through the SU drop box labeled Reflection.
Preceptor Evaluation Form: Must be submitted to the instructor/mentor via email for completed hours. Note: If an evaluation is not turned in hours will not be granted. The instructor will turn in the evaluation form through the SU drop box.

Week 4: Evidence-Based Practice

Week 4 you will identify the best evidence-based available for the activity that you have chosen.
Add to your paper, 1,000 words or more on evidence-based practice for week 4.
Add 5 slides to your Power-Point on Evidence-Based Practice for week 4.
Add to your genogram

Practicum

Log Hour form to be turned in through the SU Week 4 drop box. (labeled Log Hour Assignment)
Write a reflection of your clinical experience and submit it through SU Drop Box labeled Reflection.
Preceptor Evaluation Form: Must be submitted to the instructor/mentor via email for completed hours. Note: If an evaluation is not turned in hours will not be granted. The instructor will turn in the evaluation form through the SU drop box.

Week 5:

Genogram – complete and turn in through SU Drop Box.

Add to your paper a Plan of Care to meet the outcomes of your activity. Be sure to include Long and Short Term Goals of your outcome.

Presentation

Make an appointment for your presentation. You must submit three different options of dates and times for your presentation, your Power-Point must be completed and turned in through the Drop Box in week 5. Your notes must be included with your Power-Point.

Note: If you want to practice with Zoom please email your instructor for a practice run.

Practicum

Log Hour form to be turned in through the SU Week 5 drop box. (labeled Log Hour Assignment)
Write a reflection of your clinical experience and submit it through the SU drop box labeled Reflection.

Preceptor Evaluation Form: Must be submitted to the instructor/mentor via email for completed hours. Note: If an evaluation is not turned in hours will not be granted. The instructor will turn in the evaluation form through the SU drop box.

Week 6: Presentation

Zoom presentation: please be prepared to present, that means in a quiet room with no disturbance, the zoom will be recorded. Please do not ask questions, once you start you must finish at the end of your presentation simply state **This concludes my presentation**, at this point the recording will stop. Practice-practice- practice your presentation so it may run smooth with no hesitations.

Practicum

Log Hour form to be turned in through the SU Week 6 drop box. (labeled Log Hour Assignment)
Write a reflection of your clinical experience and submit it through the SU drop box labeled Reflection.

Preceptor Evaluation Form: Must be submitted to the instructor/mentor via email for completed hours. Note: If an evaluation is not turned in hours will not be granted. The instructor must download the evaluation form through the SU drop box.



Unmet Requirements:

- The Rubric was not met
- Hours not completed
- Preceptor did not turn in evaluation forms
- Unmet requirements upon evaluation

Student must meet with the instructor via Zoom to complete all unmet requirements to move forward. It is in the discretion of the instructor/mentor to pass or fail you. (All Zoom meetings will be recorded).



NURS 4045 Risk Analysis II Learning Objectives

1. Analyze data pertaining to a specific community health issue.
2. Provide culturally competent care: health promotion, disease and injury prevention interventions in collaboration with other health care professionals in a community health care setting.
3. Analyze the effectiveness of practice experience proposal through practice presentations.
4. Develop a potential intervention plan in collaboration with other professionals that takes into account determinants of health, available resources, and activities that contribute to health and the prevention of illness or injury.
5. Apply the definition of quality to work setting.
6. Perform a literature review to identify measurement standards for a problem identified in healthcare.
7. Recommend strategies to reduce the cost of care.
8. Justify the appropriate leadership style to apply in a given situation.
9. Analyze an example of the quality that was measured, assessed, and improved.
10. Justify the appropriate leadership style to apply in a given situation.
11. Analyze an example of the quality that was measured, assessed, and improved.
12. Demonstrate observation skills and the ability to understand families and individuals and how they function within their communities.
13. Practice assessing families and /or individuals to understand strengths and challenges around health concerns using a community orientation; understanding families/individuals within the context of a community setting.
14. Provide a logic and descriptive assessment report of your findings from the community you observed.

Getting Started Risk Analysis II

NOTE: Prior to clinical hours – students must turn in Affiliation Agreement and Preceptor Agreement. Paper work must be approved by Southwest University Director of Nursing. Students must register for Trajecsys (Instructions Appendix).

Paper:

- Your paper must have an introduction of the problem – of your activity, what is the issue, why is this issue of concern.
- What outcome is desired, actions must be taken, what would be the proposed time line to implement or complete the advocacy activity?
- Who will you present the issue to, why are they appropriate to present the information to?
- You will present the issue on week 6 to SU faculty.
- APA: References & attachments as appropriate, proper APA formatting, please attach any information that will help the reader understand the issue. Please note this information is not part of your 1,000-word of your paper. This may be information from a person you choose to influence.

Week 1: Identification of a Population in your Community - Didactic

Continue with the population that you have selected (from Risk Analysis I). Create a concept map, identifying the population you have chosen, include specific community health issues, interventions, and available resources. Include your references and notes. Add in the Appendix of your first paper.

Evaluate levels of preventions as they relate to public health economics, write a 1,000-word paper on our finds that are related to your activity.

Practicum

Log Hour form to be turned in at SU Week 1 drop box. (labeled Log Hour Assignment) Write a reflection of your clinical experience and submit it through the SU drop box labeled Reflection. Preceptor Evaluation Form: Must be submitted to the instructor/mentor via email for completed hours. Note: If an evaluation is not turned in no hours will be granted. The instructor must turn in the evaluation form in through the SU drop box.

Week 2: Epidemiology- Didactic

Epidemiology is the study of the patterns, causes, and effects of health and disease conditions in defined populations. It is the cornerstone of public health, and informs policy decisions and evidence-based medicine by identifying risk factors for disease and targets for preventive medicine. Based on the activity that you have chosen write a policy and the evidence-based by identifying the risk factors for the disease. (this will be added to the epidemiology portion of your paper from Risk Analysis I)

Practicum

Log Hour form to be turned in through the SU Week 2 drop box. (labeled Log Hour Assignment) Write a reflection of your clinical experience and submit it through the SU drop box labeled



Reflection.

Preceptor Evaluation Form: Must be submitted to the instructor/mentor via email for completed hours. Note: If an evaluation is not turned in hours will not be granted. The instructor must turn in the evaluation form through the SU drop box.

Week 3 Population Cultural – Didactic

Week 3 add to your paper: Address Racial and Ethnic Disparities in Health care. As in many nations, ethnic, cultural, and socioeconomic back-grounds often experience marked disparities in health care for the activity that you chose. Examine the vital statistics of your community, and compare the differences in morbidity and mortality rates for whites and racial and ethnic subgroups. What data are available according to racial and ethnic heritage? What data are missing? This will be added to your paper in Population Cultural.

Power-Point – add 5 slides to your power-point of your Population Cultural.

Practicum

Log Hour form to be turned in at SU Week 3 drop box. (labeled Log Hour Assignment) Write a reflection of your clinical experience and submit it at SU drop box labeled Reflection.

Preceptor Evaluation Form: Must be submitted to the instructor/mentor via email for completed hours. Note: If an evaluation is not turned in hours will not be granted. The instructor must be turned in the evaluation form through the SU drop box.

Week 4: Evidence-Based Practice – Didactic

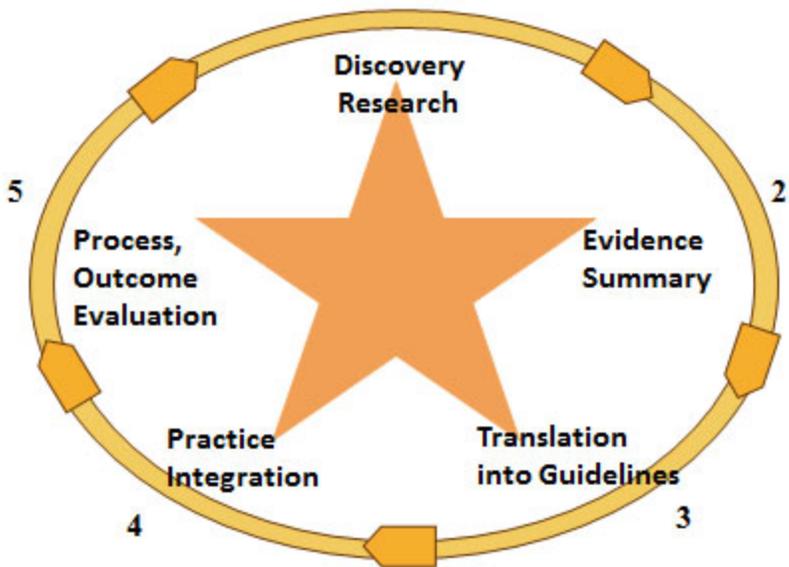
For week 4: Research the ACE Star Model of Knowledge Transformation, it was developed to offer a simple yet comprehensive approach to translate evidence into practice. The ACE Star Model emphasizes crucial steps to convert one form of knowledge to the next and incorporate best research evidence with clinical expertise and star, defining the following forms of knowledge:

For your Activating please answer the Following: The form of Knowledge, Evidence-Summary, Translation into Guidelines, Integration into practice Provide patient-centered care, work in interdisciplinary teams, employ evidence-based practice, apply quality improvement, and utilize informatics.

Practicum

Log Hour form to be turned in through the SU Week 4 drop box. (labeled Log Hour Assignment) Write a reflection of your clinical experience and submit it through the SU drop box labeled Reflection.

Preceptor Evaluation Form: Must be submitted to the instructor/mentor via email for completed hours. Note: If an evaluation is not turned in hours will not be granted. The instructor must turn in the evaluation form through the SU drop box.



Week 5:

Health education is a vital part of nursing because the promotion, maintenance, and restoration of health rely on patient's, family's understanding of health care topics. Create a Brochure of your activity. What are the key characteristics of your activity in your community? Identify interventions that address *Healthy People 2020* goals. Recommend strategies to reduce the cost of care. Provide a descriptive report of your findings on your activity.

Presentation

You will make an appointment with your instructor to present your project. If you need a practice run, please email your instructor.

Practicum

Log Hour form to be turned in through the SU Week 5 drop box. (labeled Log Hour Assignment)
Write a reflection of your clinical experience and submit it through the SU drop box labeled Reflection.

Preceptor Evaluation Form: Must be submitted to the instructor/mentor via email for completed hours. Note: If an evaluation is not turned in no hours will be granted. The instructor must turn in the evaluation form through the SU drop box.

Week 6: Presentation

Practicum

Log Hour form to be turned in through the SU Week 6 drop box. (labeled Log Hour Assignment)
Write a reflection of your clinical experience and submit it through the SU drop box labeled Reflection.

Preceptor Evaluation Form: Must be submitted to the instructor/mentor via email for completed hours. Note: If an evaluation is not turned in hours will not be granted. The instructor must turn in the evaluation form through the SU drop box.

Unmet Requirements:

- The Rubric was not met
- Hours not completed
- Preceptor did not turn in evaluation forms
- Unmet requirements upon evaluation

Student must meet with the instructor via Zoom to complete all unmet requirements in order to move forward. It is in the discretion of the instructor/mentor to pass or fail you. (All Zoom meetings will be recorded).



NURS 2033 Population Health/Community Nursing

Learning Objectives:

1. Analyze data pertaining to a specific community health issue.
2. Provide culturally competent care: health promotion, disease and injury prevention interventions in collaboration with other health care professionals in a community health care setting.
3. Analyze the effectiveness of practice experience proposal through practice presentations.
4. Present practice experience presentation to professional colleagues in the community chat.
5. Develop a potential intervention plan in collaboration with other professionals that takes into account determinants of health, available resources, and activities that contribute to health and the prevention of illness or injury.
6. Apply the definition of quality to work setting.
7. Perform a literature review to identify measurement standards for a problem identified in healthcare.
8. Recommend strategies to reduce the cost of care.
9. Justify the appropriate leadership style to apply in a given situation.
10. Analyze an example of the quality that was measured, assessed, and improved.
11. Demonstrate observation skills and the ability to understand families and individuals and how they function within their communities.
12. Practice assessing families and /or individuals to understand strengths and challenges around health concerns using a community orientation; understanding families/individuals within the context of a community setting.
13. Provide a logic and descriptive assessment report of your findings from the community you observed.

Windshield Survey

Windshield Survey Guidelines

Each community has its own characteristics. These characteristics along with demographic data provide valuable information in understanding the population that lives within the community and the health status, strengths/limitations, risks and vulnerabilities unique to the “population of interest.” Once you have defined a “community of interest” to assess, a *windshield survey* is the equivalent of a community head-to-toe assessment. The best way to conduct a windshield survey is with more than one person, allowing for one to observe and take notes. Having one pair of eyes on the road, you can benefit from having other individuals notice the unique characteristics of the community; a shared experience provides additional insight. As you analyze your findings, it may be necessary to make a second tour to fill in any blanks. Many of us take these characteristics for granted in our own community, but they provide a rich context for understanding communities and populations and often have significant impact on the health status of the community in general.

Using Table 18-5 in the Public Health Nursing textbook conduct a windshield survey of your local community (area where you reside). Complete the entire survey and submit.

After completing the survey,

Assessment of your Community – Instructions and Paper

Students choose a family or an individual living in the community, and ask permission to do a family study health assessment. This assessment must take place with an appropriate client in a community setting, a coffee shop, community center, etc. **You may not compete the assessment by interviewing another health professional or a personal family member.**

- Pick your client.
- Ask for permission to practice your verbal assessment skills by working with you on a family assessment study. (Make sure your client has a family with children) Let your client know this may take 1 to 2 hours. Please be sensitive, if your client is a busy person you have to hold two sessions.

Assignment:

1. What is your family’s background? (Country, Religion, Language)
2. What is the demographic profile of the community you grew up in? Has it changed?
3. What is health to you?
4. What is illness?
5. How do you maintain your family’s health?
6. What are your believes of the community, eye contact, facial expressions, touching (hugs, handshakes).
7. Do you use home remedies? What did your parents use?
8. What are your family’s or the community’s health beliefs regarding pregnancy and childbirth?
9. What are your family’s or the community’s beliefs regarding dying and death?
10. Does your family consult with a private doctor, health clinic, or an emergency department when someone in the family is sick?

TABLE 18-5

Windshield Survey Guidelines

Each community has its own characteristics. These characteristics along with demographic data provide valuable information in understanding the population that lives within the community and the health status, strengths/limitations, risks and vulnerabilities unique to the “population of interest.” Once you have defined a “community of interest” to assess, a *windshield survey* is the equivalent of a community head-to-toe assessment. The best way to conduct a windshield survey is with more than one person, allowing for one to observe and take notes. Having one pair of eyes on the road, you can benefit from having other individuals notice the unique characteristics of the community; a shared experience provides additional insight. As you analyze your findings, it may be necessary to make a second tour to fill in any blanks. Many of us take these characteristics for granted in our own community, but they provide a rich context for understanding communities and populations and often have significant impact on the health status of the community in general.

Elements	Description
Boundaries	What defines the boundary? Roads, water, railroads? Does the area have a name? A nickname?
Housing and zoning	What is the age of the houses? What kind of materials are used in the construction? Describe the housing including space between them, general appearance and condition, and presence of central heating, air conditioning, and modern plumbing.
Open space	Describe the amount, condition, use of open space. How is the space used? Is it safe? Attractive?
Commons	Where do people in the neighborhood hang out? Who hangs out there and at what hours during the day?
Transportation	How do people get from one place to another? If they use public transportation, what kind and how effective is it: How timely? Personal autos? Bikes, etc? Are there pedestrians? Does the area appear to be safe?
Social service centers	Do you see evidence of recreation centers, parks, social services, offices of doctors, dentists, pharmacies?
Stores	Where do residents shop? How do they get to the shops? Do they have groceries or sources of fresh produce? Is this a “food desert”?

Street people and animals	Who do you see on the streets during the day? Besides the people, do you see animals? Are they loose or contained?
Condition of the area	Is the area well kept or is there evidence of trash, abandoned cars or houses? What kind of information is provided on the signs in the area?
Race and ethnicity	What is the race of the people you see? What do you see about indices of ethnicity? Places of worship, food stores, restaurants? Are signs in English or other languages? (If the latter, which ones)?
Religion	What indications do you see about the types of religion residents practice?
Health indicators	Do you see evidence of clinics, hospitals, mental illness, and/or substance abuse?
Politics	What indicators do you see about politics? Posters, headquarters?
Media	Do you see indicators of what people read? If they watch television? Listen to the radio?
Business & industry	What type of business climate exists? Manufacturers? Light or heavy industry? Large employers? Small business owners? Retail? Hospitality industry? Military installation? Do people have to seek employment elsewhere?

Adapted and revised by J. Lancaster from: Mizrahi TM: School of Social Work, Virginia Commonwealth University, Richmond VA, September 2008; Stanhope MS, Knollmueller RN: *Public and Community Health Nurse's Consultant: A Health Promotion Guide*, St. Louis, 1997, Mosby.

After all the data is collected gather pertinent data related to an issue. Why is it an issue, what you want done about it and how you will achieve your goal. Present your proposal to a person who is in a position to make a policy decision related to your selected health issue (example: legislator, school board, etc.) Please do not contact the person in the position to make a policy, discuss it with your instructor. Write a paper on the issue, and an educational teaching of the family's issue. Create a brochure on the teaching/learning activity.

Paper:

- Your paper must have an introduction of the problem – what is the issue, why is this



issue of concern.

- What outcome is desired, actions must be taken, what would be the proposed time line to implement or complete the advocacy activity?
- Who will you present the issue to, why are they appropriate to present the information to?
- You will present the issue on week 6 to SU faculty.
- APA: References & attachments as appropriate, proper APA formatting, please attach any information that will help the reader understand the issue. Please note this information is not part of your 1,000-word of your paper. This may be information from a person you choose to influence.



Frequently Asked Questions

How long is the practicum?

Risk Analysis I – 40 hours

Risk Analysis II – 40 hours

Population Health Community – Windshield Survey – 8 hours.

Do I have to finish all the practicum hours during the practicum course?

Yes, Students must complete hours during the practicum course only.

Do I have to clock in and out of Trajecsyst for each clinical?

Yes, Students must use Trajecsyst for each clinical assignment.



Contact Information

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Important Resources Southwest University Library



References

American Association of Colleges of Nursing. (2012). Expectations for Practice Experiences in the RN to Baccalaureate Curriculum. Washington, DC Retrieved from <http://www.aacn.nche.edu/aacn-publications/white-papers/RN-BSN-White-Paper.pdf>.

Stanhope, M., Lancaster, J. (2016) Public Health Nursing. St. Louis, MI: Elsevier.

Appendix

FORMS

Affiliation Agreement
Preceptor Agreement
Clinical Evaluation Form – Preceptor
Clinical Evaluation Form – Instructor
Clinical Journal Rubric
Log Hour
Post Conference Guidelines
Student Feedback Form
Unmet Requirements
Trajecsys – Instructions
Castle Branch Instructions
Project Activities