

Gerontological Nursing Learning Activity

TOPIC	<p style="text-align: center;">Community Health Nursing Practicum & Seminar</p> <p><i>NOTE: The following learning activity demonstrates how gerontological content is integrated into an existing course</i></p>
Description	<p>Community Health Nursing Practicum is a six credit class that addresses nursing strategies for community as a client. Students will apply health nursing concepts and theories in the care of multi-cultural and high risk individuals and populations across the life span. Emphasis is on practicing interdisciplinary health care, advocacy, collaboration in partnership with the community in order to promote health and prevent illness, disability and disease. In addition to the practicum the group meets weekly for a 4 hour seminar to discuss the clinical experiences and link them to theoretical concepts of community health. Students are encouraged to facilitate class discussion by sharing their clinical experience, observations and posing questions.</p> <p>All students take the community health nursing practicum (6 credits) which includes a 4-hour weekly seminar. Course is divided into 5 population-based sections (taught by different faculty) of 7-10 students who are assigned based on their interests, including elder care. All seminar groups share the same syllabus and assignments, though assignments are adapted according to population focus.</p>
When is it introduced?	<p>The course is part of the RN-BSN curriculum and is taught during fall and winter quarter and consists of a 60 hour clinical practicum in a community setting of which 40 hours are precepted by an RN.</p>
Preparation	<p>Students: Completion of assessment in Family Nursing class (<i>which has included gerontological assessments</i>).</p> <p>Faculty:</p> <ul style="list-style-type: none"> • Students are divided into five sections, each taught by a different faculty member. Sections are mostly population based, such as school nursing, public health, elder care, but may be mixed so that seminar groups have an approximately even size between 7-10 students,

	<p>depending on the overall class size.</p> <ul style="list-style-type: none"> • Recommended clinical sites for working with older adults in the community are: <ul style="list-style-type: none"> ✓ Senior Centers ✓ Retirement Housing ✓ Assisted Living Centers ✓ Home Health ✓ HUD Housing sites • Practicum sites & preceptors are in place. • Students are given a clinical worksheet, where they can indicate their choices (population, location, day). A clinical coordinator, who is a faculty member, then assigns the agencies, composes seminar groups, and discusses this with the assigned teaching faculty. • The faculty, or the seminar leaders, contact the students and the agencies and set up an orientation. The orientation helps to familiarize students with the community setting and their preceptor for the quarter. <p>Students visit their clinical site once a week on a previously determined day. The responsible faculty is available for consultation via phone during the clinical days. They also keep in contact with the agency and preceptors during the course of the quarter to ensure that everything is going smoothly. Faculty also visit clinical sites once per quarter if possible.</p>
Content/Assignments:	<p>Students complete assignments as they relate to their clinical placements. Those students in placements involving older adults would focus their assignments in the following ways:</p>
1) Environmental assessment of home and neighborhood/ community.	<p>Complete an environmental assessment of an older person's/ families' home and their neighborhood/ community.</p> <p>The objectives are to:</p> <ul style="list-style-type: none"> • increase observation skills • practice assessing internal and external environments for health and safety concerns • relay assessed information in a concise and logical descriptive report. <p>No specific environmental assessment tool is assigned, but criteria include physical structure, safety, sanitation, space, temperature regulation and sources of home pollution as well as observations about the neighborhood</p>

	<p>(e.g., traffic, access to health services, crimes, open space, transportation, ethnic and racial composition, environmental hazard).</p> <p>For example; students perform assessments of private homes of older clients who are at risk for falls. They would pay particular attention to safety issues (e.g., slippery floors, loose rugs, handrails) and make suggestions on how to improve the environment to prevent falls in the home.</p> <p>Students may assess the public space within a retirement community based on the criteria provided and clients' needs, and then make appropriate recommendations. The environmental assessment include visual references to supplement the report (e.g., drawings, photos from public or external sites, or web based visual material).</p>
<p>2) Family case study using the Calgary Family Assessment Model</p>	<p><i>Develop a case study using components of the Calgary Family Assessment Model (CFAM).</i></p> <ul style="list-style-type: none"> • With preceptor support a family or an individual is selected at their clinical site and conduct a nursing assessment is conducted, focusing on particular health issues that the older adult or family is facing. • This assignment brings students in close contact with an older adult and family and thus facilitates their gaining an inside understanding of the complexities of aging individuals and families living in the communities. • The case study includes basic demographic information about the client, a basic genogram and ecomap, current health issues and strength of the older adult and their family. Students choose two components of the CFAM that are pertinent to the identified client health issues. Two nursing diagnoses are developed, with interventions and evaluation strategies for each. • Finally they present one community resource/ referral the clients are not currently using and justify why this resource may be helpful for their client. • The case study is presented as a paper as well as a PowerPoint presentation during seminar, where the case studies are discussed with fellow students.
<p>3) Teaching project to influence health related change in</p>	<p>This assignment involves students in the process of influencing health related change in an older adult, family, small group or community. Students have the</p>

<p>individual, family, small group or community.</p>	<p>opportunity to demonstrate population focused clinical skills through assessing, planning, implementing (if feasible), and evaluating a teaching project that addresses the health needs of the above mentioned populations.</p> <p>Teaching projects are chosen, based on the needs of the agency. Students and their preceptors identify a problem to address. Students then review the literature regarding the problem and develop a teaching intervention to target the problem. The intervention is implemented at the site if possible.</p> <p>Examples of teaching projects for older adult clients have included:</p> <ul style="list-style-type: none"> • “How to talk to my doctor”, • “How to prevent falls”, • “Healthy nutrition and exercise”, • “Macular degeneration – What one needs to know.”. <p>The teaching project is presented as a written paper and a poster. All seminar groups meet the last day of class for a conference style poster session. Students explain their posters to students and faculty who come by. Both poster and presentation are evaluated by faculty.</p>
<p>Clinical Application:</p>	<p>Identification of the family &/or community as the client.</p>
<p>Post Clinical Conf.</p>	<p>NA</p>
<p>Student Evaluation</p>	<p>Menu of tools/approaches to evaluating student demonstration of competency:</p> <ul style="list-style-type: none"> • Narrative description of the environmental assessment • Paper and visual presentation of the Case study • Paper, Poster, and executing the teaching project • Group discussions during seminars
<p>Strengths</p>	<p>Students:</p> <ul style="list-style-type: none"> • apply assessment skills learned in the family nursing class • increase micro observation skills using a variety of sensory input • gain practical skills in assessing internal & external environments and individual & families for health concerns • relay assessment data in a concise, logical report; • gain practical experience in planning,

	implementing & evaluating a teaching/ intervention project.
Activity Feedback:	<p>The practicum and the assignments are well received by students especially by those who had limited exposure to healthy and frail elderly clients in the community.</p> <ul style="list-style-type: none"> • Students experience a change of attitude and an insight on the limitations of taking care of this population within an in-patient environment. Often this is the first time they have the opportunity to have real conversations with their clients that go beyond immediate needs and the usual time limits. • Challenges arise from the necessity to be proactive in creating their experiences and getting used to the slower pace within community settings. Initially, students often have a difficult time to adjust to these conditions and claim to be bored easily. However, this provides opportunities to integrate theory and practice; requires considerable coordination & communication. Note: Students must be prepared for this situation during the first seminar session. • Organizing the practicum requires a high level of organization, coordination, communication and time. Having one person assigned to do the initial set up, which includes contacting the agencies, managing students' preferences and assigning faculty to the seminar groups has to been shown to be an effective way of managing the process.
Resources	<p>Allender, J. A., & Spradley, B.W. (2005). <i>Community health nursing. Promoting and protecting the public's health</i>. Philadelphia: Lippincott, Williams & Wilkins.</p> <p>Edelman, C.L. & Mandle, C.L. (2002). <i>Health promotion throughout the lifespan</i>. (5th ed.). St. Louis, MO: Mosby.</p> <p>Wright, L. M. & Leahey, M. (2005). <i>Nurses and Families. A Guide to Family Assessment (4th Ed)</i>. F. A. Davis Publishers: Philadelphia.</p>
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Revised:	2006

Resources for Teaching Nursing Care of Older Adults

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The Northwest Coalition for Geriatric Nursing Education Website: www.geronursinged.org

The John A. Hartford Center of Geriatric Nursing Excellence at Oregon Health & Science University
Website: www.ohsu.edu/hartfordcgne