



Welcome to your Community Health Field Project! Your course instructor will be a vital resource as you move forward with this experience. It is important for you to understand your state requirements and what is expected for you to complete your field experience. As you progress through the course you may need to return to certain sections for reference.

This course supports the assessment for Community Health and Population-Focused Nursing Field Experience. The course covers 5 competencies and represents 2 competency units.

Introduction

Overview

Community Health and Population-Focused Nursing Field Experience will introduce and familiarize students with clinical aspects of health promotion and disease prevention in the community health nursing environment. Students will practice skills based on clinical priorities, methodology, and resources that positively influence the health of populations by assessing a primary prevention topic in the community. Students will demonstrate critical thinking skills by applying principals of community health nursing in a variety of community settings aligning with the selected primary prevention topic. Students will describe the completed Field Experience in a written assessment that will also outline recommendations to improve the community health concern using the nursing process. Students will develop and recommend health promotion and disease prevention strategies for population groups

Watch the following video for an introduction to this course:

Note: To download this video, right-click the following link and choose "Save as...": [download video](#).

Competencies

This course provides guidance to help you demonstrate the following 5 competencies:

- **Competency 7019.1.1: Epidemiology**
The student applies principles of epidemiology to the assessment of the healthcare needs of communities.
- **Competency 7019.1.2: Community Care and Collaboration**
The student plans and coordinates community care in collaboration with community partners.
- **Competency 7019.1.3: Community Advocacy and Cultural Competency**
The student develops culturally sensitive and relevant strategies to advocate for populations, based on knowledge of community health systems.
- **Competency 7019.1.4: Community Health Promotion**
The student proposes health promotion initiatives and services to promote disease and injury prevention.
- **Competency 7019.1.5: Environmental Health**
The student assesses the impact of the environment on the health of the community.



Preparing for Success

The information in this section is provided to detail the resources available for you to use as you complete this course.

Learning Resources

The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

Automatically Enrolled Resources

You can access the learning resources listed in this section by clicking on the links provided throughout the course. You may be prompted to log in to the WGU student portal to access the resources.

VitalSource E-Texts

The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow.

- [Stanhope, M. & Lancaster, J. \(2014\). *Foundations of nursing in the community: Community-oriented practice* \(4th ed.\). St. Louis, MO: Elsevier Mosby. Print ISBN: 978-0323100946](#)
- [Clark, M. \(2008\). *Community assessment reference guide for community health nursing: Advocacy for population*. Upper Saddle River, New Jersey: Pearson Prentice Hall. Print ISBN: 978-0132404006](#)

Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.

Pearson CourseConnect

You will use the following online course from Pearson CourseConnect:

- [Population-Based Nursing](#)

Pacing Guide

This course overview suggests a balanced topic and pacing structure for completion of your Community Health Field Project. These blocks of learning generally relate to the amount of work the average student should be able to complete in these general timeframes, however, we recognize that adjustments in time are common. Please use this as a guide to plan your own timelines for completion.

Field Project

Week 1



Research Introduction

Week 2

Complete: Planning

Weeks 3-16

Complete: Field Project

Weeks 16-17

Complete: Final Performance Assessment

Final Steps

Getting Started

Welcome to Community Health Field Project! This course will introduce and help move you through the activities outlined in the topics and pacing guide. Each is considered essential to your Field Project and none of the topics covered in the course should be overlooked. The Learning Resources section describes the materials available to help you succeed in completing your project. These resources are linked under the various topics throughout the course.

This course will examine many of the diverse roles nurses play in their professional lives. The topics and pacing guide organizes the learning materials into convenient blocks of learning to help you begin, move through, and complete the course. The final performance assessment for the course will measure your competencies with regards to foundational skills and knowledge across all of the content areas. You will need to be conversant in all these areas in order to communicate and collaborate effectively with your colleagues, and in order to succeed in the nursing profession.

It is important BSNU California students speak with their assigned Clinical Instructor prior to starting C229.

Field Project

The following will walk you through the necessary steps to complete your field project, broken down on a week-by-week basis.

Week 1

Welcome to the Community and Population Health Nursing Field Project! The field work is an assessment. It is as if your county officials had come to you and said “We know we have this public health concern, we know our county is one of the worst in the state. We want you to look into it for us and write an action plan for improvement.”

Your role in the field project is to perform a community wide assessment related to preventing this public health concern and the factors that contribute to it. You should be in the assessment mode, casting a wide net of assessment throughout the county, talking with representatives of



agencies, institutions, organizations, and entities within the community that are (or should be) working on preventing this concern. The focus is on what the community can do collectively to prevent this problem. In population health, we believe in the phrase “it takes a village” and this assessment is about what is the village doing to prevent this problem.

At the end of the field experience, the student will:

- Have performed a detailed assessment related to preventing a specific public health concern and the factors that contribute to it.
- Describe the role of community organizations in addressing the chosen topic and/or target population.
- Describe the community health programs, policies, resources, and services that serve the population.
- Participate in community-based committee meetings to identify the community partners and collaborative relationships that address the chosen topic/target population.
- Become familiar with the agencies and organizations that collaborate in the community to achieve positive health outcomes.

If you have not already completed the items listed below, complete them now:

- [Windshield Survey](#) (10 hrs)
- [Scavenger Hunt](#) (10 hrs)
- [Cultural Assessment](#) (5 hrs)

Choose a primary prevention topic from the approved topic list:

- [Approved Topic List: Choosing Your Field Project Topic with a Primary Prevention Focus](#)

Research: Introduction

Gather further background information on your topic (refer back to task 1), addressing the following:

- Describe your health topic.
- Describe the health issue at the national level.
- Describe the health issue at the state level.
- Describe the health issue at the local level.
- What has been the trend for this problem over the last 20 to 30 years? Provide references.
- In your opinion, has the problem gotten better, worse, or stayed the same? Provide your rationale.
- What are the improvement goals for the next 5 to 10 years?
- How does your county compare on this issue to the state level? Provide references.
- How does your county compare on this issue to the national level? Provide references.
- Discuss the national level in terms of Healthy People 2020.
- Describe why this level is an issue of concern.



- In your opinion, what will happen if this issue is left unresolved?
- What do you believe are the consequences for the individual and for the community related to this issue?

If you are unable to answer any of these questions, consider using them as interview questions.

Additionally, describe the target population (geography, age, gender, ethnic group, etc) of interest you have chosen. You may choose to keep your population broad in the beginning and as you conduct your assessment determine which population is in most need.

Week 2

Sufficient planning will help you complete your field project successfully and in a timely manner.

Complete: Planning

Follow these steps to plan your field experience.

Who is your client?

Generally in nursing we think of patients and families as our clients. In population health, the community is the client. Your focus is on assessing the community. What are the health issues for the community as a whole? What is currently being done for the 'client'?

Understanding the health status and health issues of your client (the community)

You will need to contact and visit many different groups, organizations, services, and individuals within agencies to learn how your health issue is currently being addressed in your chosen community. Some, but not all, of these contacts may have the ability and resources to assist you in meeting your health promotion objectives.

Partnerships

Community-based nurses work and partner with community organizations/agencies to be successful in achieving health promotion objectives. As you meet with the agencies and organizations that address your health issue, you need to identify what entities would be appropriate partners.

Questions to ask

It is important to have in mind what it is you will be asking as you meet with organizations and groups to assess the current programs in place that address your health topic. In the end, you will want consistent data and consistent data generally means asking consistent questions.

Think about the questions in relation to the mission of the organization or the job title and responsibilities of the person you are questioning. In other words, how does the role, mission, responsibilities influence the responses to questions?

In your summary paper, you may be aggregating the responses you get to the questions you ask. It is very helpful to create a table and use it as one of the appendices in your paper with the analysis in the narrative.



- Make a list of approximately 20 agencies/experts/stakeholders who address your topic in your community.
- Make a list of upcoming community events/meetings/classes/activities regarding your topic.
- Create a list of interview questions that will help you gain insight into the efforts currently being made to address your topic.
 - a. From the agency/staff perspective, what are the gaps in primary prevention efforts related to the topic/issue?
 - b. What would be their recommendations to improve efforts?

Start reaching out to the listed agencies via phone, email, and/or drop-by visits to set up interview appointments.

Refer to [chapter 12 Community Assessment and Evaluation](#) as needed.

Weeks 3-16

Once you have finished planning, you are ready to initiate your field project.

Complete: Field Project

The length of time spent on your field project will vary significantly. Create a schedule of the activities in which you plan to engage (where you will go and when). Appropriate activities include:

- interviews
- site visits/tours
- coalition meetings
- community meetings
- community classes
- seminars
- conferences
- discuss any other ideas with your course instructor

Complete your field interviews and activities. Document each in the “activity log.” Include:

- Date
- Activity
- Contact person
- Facility address &/or phone number

Follow these steps to plan your field experience.

- [Sample Unregulated State Time Log](#)
 - [Blank Unregulated State Time Log](#)
- [Sample California State Time Log](#)
 - [Blank Regulated State Time Log](#)

Weeks 16-17



With your field project completed, it is time to write a summary paper.



Review

The following links may provide additional support:

- The Minnesota Intervention Wheel page 185 of [Chapter 10](#) and [Appendix C.4](#).
- [Chapter 16](#) Program Management

California students view the following: Community Health and Population-Focused Nursing Field Experience Task 1

Note: To download this video, right-click the following link and choose "Save as...": [download video](#).

Non-California students view the following: [Community Health and Population-Focused Nursing Field Experience Task 1](#)

Final Steps

Congratulations on completing the activities in this course! You are now prepared to complete the associated assessment. If you have not already been directed to complete it, schedule and complete the assessment now.