UNIVERSITY OF MINNESOTA
School of Nursing and College of Pharmacy

Immunization Tour  Fall 2019

NURS 4430 / PHAR 6970
Credits:  1 semester credits didactic, clinical, & lab.

Days/Times: All are mandatory for each enrolled student

1. 8 Mondays: 9/9-9/30, and 11/18/19, 11/25/19
2. 1 Tuesday evening workshop: 10/1/19 (5:30-9 PM) Room TBA
3. 2 immunization clinics 5-6 hours per clinic –see team schedule

Locations: Monday classes: Room TBA

Course Faculty:
Jeanne Pfeiffer, DNP, MPH, RN, CIC  Don Uden, Pharm.D, R.Ph.
Clinical Professor  Professor
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Robin Austin, PhD, DNP, RN-BC  Ann Philbrick, Pharm, D., R. Ph.
Clinical Associate Professor  Clinical Associate Professor
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Prerequisites:
- Nursing Students: Senior Bachelor of Science nursing student or professional master’s nursing student. Completion of CPR.
- Pharmacy Students: Completion or concurrent enrollment in Phar 6770. Completion of CPR.

University of Minnesota Interprofessional Designation:
This course has been officially recognized as an interprofessional course within the Academic Health Sciences of the University of Minnesota
Course Description:

The focus of this course is interprofessional collaboration, teams and teamwork, roles and responsibilities, and ethical issues as nursing and pharmacy public health professionals. Students operate mobile influenza immunization clinics for faculty, staff and students across the UMN Twin Cities campus.

Course Objectives

In classroom, clinical and simulated situations, the student will:

Course objectives:

1. Demonstrate an understanding of the interdependent and independent public health role that healthcare practitioner’s play with respect to population based prevention.

2. Design and operate interprofessional influenza immunization clinics to serve faculty, staff, and students in the University Community during fall semester.

3. Demonstrate clinical expertise in administrating influenza vaccine to adults.

Student Learning Outcomes (SLO)

Mastery: Have mastered a body of knowledge and a mode of inquiry related to the prevention of influenza and adverse effects that may be associated with vaccination.

<table>
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<tr>
<th>Objective</th>
<th>Activity</th>
<th>Evaluation</th>
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<tr>
<td>1, 2</td>
<td>4 In-class “think-pair-share” activities nurse/pharmacy partnership discussion on topics related to safety/quality care.</td>
<td>Ethical issues are discussed through each of the think-pair-share activities.</td>
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<td>1, 2, 3</td>
<td>Evening hands-on mandatory workshop for nursing and pharmacy students prior to operating a live immunization clinic</td>
<td>A. Students inject one another under faculty and fellow student observation using a skills checklist in a mock clinic setting. B. Students are debriefed by sim faculty and the standardized patient immediately after the sim experience to discuss opportunities</td>
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anaphylaxis and syncope in the UMN Sim Center for improvement.

1, 3  Clinical debriefing/huddle on-site before and after each Imm Tour Shift

Huddle technique is used pre clinic to discuss logistics and expected patient flow.

Post clinic the delta debriefing technique is used for opportunities of improvement.

1, 2  In-class “Near Miss-Patient Safety and Quality Care” case study discussion and debrief

The fishbone diagram is used to understand root-cause analysis.

(see Root Cause Analysis Case)

1, 2  Final course debrief

Through collaboration and teamwork we use the failure modes effects analysis to improve the course season to season.

1  Final reflection writing exercise

Self-debriefing method - students are asked to reflect on their experience in the course and write a reflection independently. These reflections are reviewed by faculty to gain insight and understanding student learning in the course.

(See Final Paper Instructions)

1, 2, 3  Expert lecturers: Influenza pandemic, Occupational health, and Emergency Preparedness.

1, 2, 3  Pre and post QSEN Competency Evaluation

Used for faculty knowledge of student perception of meeting QSEN competencies.

**Schedule**

<table>
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<tr>
<th>Date</th>
<th>Content</th>
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<tr>
<td>Monday, September 9th</td>
<td>• Course Intro (Austin, Pfeiffer, Uden, Philbrick)</td>
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<td>Monday, September 16th</td>
<td>• Pandemic influenza</td>
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<td>Monday, September 23rd</td>
<td>• Clinic flow &amp; BHS protocols (Philbrick &amp; Butzer)</td>
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<td>• Online videos</td>
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| Monday, September 30th | - Anxiety, syncope, anaphylaxis (Pfeiffer, Austin & Uden)  
                        - Screening forms (Uden)  
                        - Intro to root cause analysis case study  
                        - Deadline: *Points of Dispensing* certificate due.  
                        - Save Certificate of Completion as a PDF doc & submit to *Points of Dispensing* Module drop box. |
| Tuesday, October 1st  | - Pizza Moos T 1-450 5:30-9:00 PM (Austin, Pfeiffer, Uden, Philbrick, Butzer)  
                        - Injection technique practice  
                        - Standardized patient in Simulation Center LL PWB |
| Monday, October      | Boynton Clinic 7:00-5:30 W120 Roen Room                                |
| Monday, October      | Boynton Clinic 7:00-5:30 W120 Roen Room                                |
| Thursday, November   | Offsite Vaccination Clinic TBD                                        |
| Wednesday, November  | Coffman Memorial Union Clinic 9:00-5:00 Great Hall, Employee Benefits Fair |
| Monday, November 18  | Root Cause analysis (Pfeiffer, Philbrick, Austin & Uden)              |
| Monday, November 25  | Medical Reserve Corps (All faculty & Berlin)  
                        - Submit final reflection paper in Moodle Drop box  
                        - Course wrap up/evaluation |

**Grading:**

**Pharmacy Students: Course Structure/Grading Policy:**

“Contracting for a Grade” will serve as the basis for grade designation within this course. At the beginning of the quarter, students will be provided with a course contract outlining the requirements for final course grades. It is expected that students attend all class sessions and evening workshop, complete reading assignments, immunization quiz, public health and mass immunization modules, two on-site clinics totaling 12 hours in the clinic setting, case discussion, and a three-page reflection paper to achieve a passing grade in the course.

See the course contract for an outline of course assignments and expectations. The purpose of this grading format is to remove students’ concentration away from scoring associated with individual assignments, allowing full attention to be focused on the knowledge acquisition and skill mastery addressed within the course. By signing a contract at the beginning of the course, students understand the activities and assignments required and the grade they will receive at the semester’s completion. Faculty will award grades after the contracted work has been satisfactorily completed.
Nursing Students: Course Structure/Grading Policy:
“The grade base for the course will be S/N. Students must attend all regular class sessions, the evening workshop, complete reading assignments, immunization quiz, the mass Immunization module, two on-site clinics totaling 12 hours in the clinic setting, case discussion and a comprehensive three page reflection paper to achieve a passing grade in the course. The purpose of this grading format is to remove students’ concentration away from scoring associated with individual assignments, allowing full attention to be focused on the knowledge acquisition and skill mastery addressed within the course.

Root Cause Analysis Cases:
Each team will be receiving a case. Each individual on the team is responsible for reviewing the case and researching the case in order to be prepared for discussion in November on the following:
1) Cause and effect of an unintended event by evaluating people, equipment, and process
2) Evaluate the primary and secondary causes
3) Discuss the imperfect outcome and desired outcome
4) Propose a resolution

Goal(s) for Success Assignment:
After the first day of class, we would like you to create a description of your personal goal(s) for success in this course. What would success look like and feel like to you and how would you reach this? This description should be included in your final reflection paper.

Final Reflection Paper:
The reflection paper needs to be a comprehensive three page paper in APA format which gives us in depth discussion about your experience in this interprofessional course.

Please include the following:
1) Include your personal “goal(s) for success” that you created and comment on whether you feel you reached this goal and why/why not.
2) Provide a direct analysis of the components of the Minnesota Public Health Intervention Wheel and which components of public health you became most familiar with through this course experience as it relates to interprofessional collaboration, teamwork, and roles and responsibilities.
3) Describe any insights this class provided you on the interprofessional collaboration and roles and responsibilities of public health professionals.
4) Describe your experience working in interprofessional teams. How will this experience influence your future interactions with the other professions?
5) Describe the types of skill-building you acquired, personal highlights, teamwork, and ethical challenges experienced in this course.

Students should submit papers to the Moodle course site Drop Box that will be located in the module of the due date.
Dress and Behavior Code:

**Patient Confidentiality:**
- All students must have completed HIPPA training through the University of Minnesota.
- Nursing Students, please search for MN or BSN Handbooks [http://www.nursing.umn.edu](http://www.nursing.umn.edu)
- Pharmacy Students: Students are bound by the College of Pharmacy Honor Code, which specifically addresses confidentiality issues related to direct patient care experiences. Faculty will forward alleged student violations of this code to the College of Pharmacy Honor Council for consideration

**Tardiness:** Tardiness, without an excused reason, is unacceptable. Students must be present for all course activities (lectures, presentations, clinics) at the assigned start time. Failure to comply is considered a breach of the course contract.

**Attire:** During Immunization Clinics, students must dress in a professional manner. Each student must wear an Immunization Tour T-shirt, khaki/black slacks (no jeans) and closed-toe shoes. Generally, attire consistent with a patient care setting will be required. Nametags are required at all times.

**Required/Recommended Textbooks:**
There will be no required textbook for this course. Appropriate readings, modules, web links and protocols will be available on Moodle for lectures and the lab session. Faculty expect that students will read the popular press and listen to TV and radio to hear the health promotion messages being delivered to the general public on flu vaccine. This type of environmental scanning will assist the students in responding to common concerns expressed by participants in the flu clinics.

**Honor Code:**

**Nursing Students:** Students are expected to adhere to the University of Minnesota standards for student conduct. Please refer to the academic conduct policies published in the School of Nursing Student Handbook for your program. (The handbook is available at [http://www.nursing.umn.edu](http://www.nursing.umn.edu)). Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course.

**Pharmacy Students:** Each student is bound by the following specific provisions as part of the Code: Academic misconduct is any unauthorized act which may give a student an unfair advantage over other students, including but not limited to: falsification, plagiarism, misuse of test materials, receiving unauthorized assistance and giving unauthorized assistance. By signing the Course Contract at the beginning of the course, each student reaffirms the honor code as it applies to this course. Specifically, each student will be required to do their own work on all assignments and exercises. Faculty may allow students to work with partners if specifically indicated for an exercise.

**Course and Make-up Policies:**
Excused absences include illness verified by a physician’s letter, a serious family emergency, or a University-sponsored or professional event, verified by a note from the leader of the sponsoring organization. Faculty will excuse only those absences that have authorized in advance of the regularly scheduled activity. In the event of an unexcused student absence, faculty will assign make-up work at their own discretion.

**Stylistic Format (Use of APA Format):**
All written assignments must conform to the stylistic requirements outlined by the American Psychological Association (APA). Students in the School of Nursing are required to have a copy of the *Publication Manual of the American Psychological Association, 6th Edition (July 2009)* which describes correct stylistic formats.

**Credits and Workload Expectations:**

One conventional credit is defined by the University of Minnesota as equivalent to three hours of learning effort per week, averaged over an appropriate time interval, necessary for an average student taking that course to achieve an average grade in the course. For example, a student taking a three credit course that meets for three hours a week should expect to spend an additional six hours a week on course work outside the classroom.

For further information, refer to [http://www.policy.umn.edu/Policies/Education/Education/STUDENTWORK.html](http://www.policy.umn.edu/Policies/Education/Education/STUDENTWORK.html)

**Student Academic Integrity and Scholastic Dishonesty:**

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. ([http://www.oscai.umn.edu/conduct/faculty/dishonesty.html](http://www.oscai.umn.edu/conduct/faculty/dishonesty.html))

As noted above, one type of scholastic dishonesty is plagiarism. Plagiarism is the act of representing someone else’s intellectual property as your own. Plagiarism is unethical and may also be a violation of copyright law. To learn more about plagiarism, and to find tips on how to properly paraphrase someone’s work, visit the web page for the U of M Center for Writing: [http://writing.umn.edu/sws/quickhelp/index.html](http://writing.umn.edu/sws/quickhelp/index.html)

Faculty at the University of Minnesota use a variety of safeguards against plagiarism, including electronic software designed to detect copying (e.g., Turnitin.com). Within this course, a
Student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course

**Student Responsibilities:**

1. Application of knowledge and theory from current and previous course work is expected.

2. Communication of any significant or unexpected change in client condition is essential in clinical situations. The instructor and staff nurse should be notified promptly of these changes or if the student has any questions about client condition.

3. Students are encouraged to contact a faculty person to discuss questions or concerns about their course performance at the earliest possible date.

4. Students will be asked to participate in self, course and faculty evaluations.

5. Students are asked to maintain a neat classroom environment including disposing of everything he/she came in with, such as beverage cans/bottles, food containers/wrappers, newspapers, etc. and straightening up the classroom at the end of the period.

**Faculty Responsibilities:**

1. Faculty will be available to assist students in course work by appointment.

2. Faculty will evaluate student achievement of course objectives and provide ongoing constructive feedback.

3. Faculty will facilitate student learning by providing support, encouragement, nursing expertise and assistance in applying course concepts.

**Statement of Inclusivity:**

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, sexual orientation, marital status, disability, public assistance status or veteran status.

**Accommodations for Students with Special Needs**

The University of Minnesota is committed to providing all students equal access to learning opportunities. Disability Services (DS) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations.

- Students who have, or think they may have, a disability (e.g. mental health, attentional, learning, vision, hearing, physical or systemic), are invited to contact DS to arrange a confidential discussion at 612- 626-1333 (V/TTY) or ds@umn.edu.
Students registered with DS, who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester to discuss accommodations outlined in their letter.

Additional information is available at the DS website [http://ds.umn.edu](http://ds.umn.edu)

**Student Mental Health and Stress Management**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via [http://www.mentalhealth.umn.edu/](http://www.mentalhealth.umn.edu/).

**Policy on Use of Class Notes for Commercial Purposes:**

Students may not distribute class notes, handouts, or other instructor-provided materials for commercial purposes, through the Internet, or for any reason other than personal study among classmates enrolled in the course, without the express written consent of the instructor.

**FERPA and Student Privacy**

"In this class, our use of technology will sometimes make students' names and U of M Internet IDs visible within the course website, but only to other students in the same class. Since we are using a secure, password-protected course website, this will not increase the risk of identity theft or spamming for anyone in the class. If you have concerns about the visibility of your Internet ID, please contact me for further information."