

NMWC INFLUENZA CLINIC

Learner Objectives

By the end of the session participants will be able to:

1. Articulate the value of the influenza vaccination for individual and public health. (Affective Domain)
2. Describe three barriers to influenza vaccination during the COVID-19 pandemic. (Cognitive Domain)
3. Demonstrate the role of the nurse in an influenza vaccination clinic during the current flu season. (Psychomotor domain)

A one-hour pre-clinical session will be offered to 2nd-year undergraduate nursing students prior to participation in an influenza clinic in a college wellness clinic. Students will participate in a one-hour post-clinical debriefing discussion and course evaluation of the clinical learning activities.

Pre-Clinical Content outline

1. Value of influenza vaccination (10 minutes)
 - Health of Individuals, targeted populations.
 - Predicted impact of COVID-19 on influenza infections
 - Economic impact of influenza
 - Importance of Influenza vaccination during COVID-19 pandemic
2. Influenza vaccination related to COVID-19 pandemic (20 minutes)
 - Increased need for protection against influenza (individual and population health)
 - Individual's health
 - Impact on healthcare resources
 - Access barriers
 - Decreased numbers of in person visits to PCP or outpatient clinics
 - Increase in Telehealth visits
 - Financial barriers
 - Transportation barriers
 - Public Fear/ Misinformation
 - Increased public health awareness about need for influenza vaccination
3. Nurse's role influenza vaccination (20 minutes)
 - Advocate for public health
 - Identify target populations for vaccination and ways to meet needs
 - Provider of healthcare
 - COVID19 precautions (safe environment, pre-screening)
 - Safe care (medication administration)
 - Patient education
 - Leader in healthcare
 - Accurate information
 - Trusted provider

FORMAL EVALUATION

Clinic Rubric

This rubric provides a summative evaluation of the learners' performance and attainment of the session objectives. The rubric also defines the expectations for learner's performance. An anonymous clinic evaluation survey is conducted after the implementation of the influenza clinic. This provides additional assessment for the teacher to improve learning activities to meet the course outcomes.

NMWC Clinic Rubric

Criteria	Exemplary Performance	Good Performance	Satisfactory Performance	Unacceptable Performance
<p>Content knowledge (objectives 1 & 2)</p> <p>Activities: – group discussion – short case studies</p>	<ul style="list-style-type: none"> Identifies risk factors and co-morbidities associated with influenza Applies knowledge to of influenza to real-world case studies Demonstrates understanding of the influenza virus' impact on the economy and on individual and population health Discusses barriers and facilitators to influenza vaccination Proposes strategies to address barriers and improve influenza vaccination in the community Clearly articulates the leadership role of the nurse in promoting influenza vaccination 	<ul style="list-style-type: none"> Identifies risk factors and co-morbidities associated with influenza Applies knowledge of influenza to real-world case studies Demonstrates understanding of the influenza virus' impact on the economy and on individual and population health Discusses barriers and facilitators to influenza vaccination Clearly articulate role of the nurse in promoting influenza vaccination 	<ul style="list-style-type: none"> Identifies either risk factors or co-morbidities associated with influenza Understands the impact of the influenza virus on the individual and population health Lists barriers and facilitators to influenza vaccination Examines the nurse's role in influenza vaccination 	<ul style="list-style-type: none"> Unable to identifies risk factors or co-morbidities associated with influenza Limited knowledge of the impact of the influenza virus on the economy or on individual and population health
<p>Implementation (objectives 3)</p> <p>Activities: – role play – simulation using test patient</p>	<ul style="list-style-type: none"> Independently provides patient education and anticipatory guidance for influenza vaccination Independently performs safe, efficient IM vaccine administration Independently documents vaccine administration during test patient simulation. 	<ul style="list-style-type: none"> Independently provides patient education for influenza vaccination Independently performs safe, IM vaccine administration Independently documents vaccine administration during test patient simulation. 	<ul style="list-style-type: none"> With guidance, provides patient education for influenza vaccination With supervision performs safe, IM vaccine administration With guidance, documents vaccine administration during test patient simulation. 	<ul style="list-style-type: none"> Incomplete or inaccurate patient education for influenza vaccination With guidance, safely administers IM vaccination Incomplete or inaccurate documentation of vaccine administration
<p>Professionalism (objectives 1,2, & 3)</p> <p>Activities: – Small group discussion – Short case scenarios – Peer reviews – Student reflection</p>	<ul style="list-style-type: none"> Assumes responsibility for professional growth. Identifies and evaluates a personal SMART learning goal for the course. Organizes and presents ideas that are thoughtful, focused, and beneficial to group and patient learning Engages in respectful dialogue with others that allows for diversity of thought and expression Present values and attitudes about influenza vaccination that align with current evidence for individual and population health Provides insightful objective peer feedback and suggestions for improving performance. Reflection identifies barriers and facilitators for achieving personal learning goals 	<ul style="list-style-type: none"> Assumes responsibility for professional growth. Identifies and evaluates a personal learning goal for the course. Organizes and presents ideas that are thoughtful, focused, and beneficial to group or patient learning Engages in respectful dialogue with others that allows for diversity of thought and expression Present values and attitudes about influenza vaccination that align with current evidence for individual and population health Provides clear objective peer feedback. Reflection includes the impact of student learning activities on achieving personal learning goals 	<ul style="list-style-type: none"> Assumes responsibility for professional growth. Identifies personal learning goal for the course Participates in discussion, communication somewhat disorganized and difficult to follow Presents personal attitudes and values respectfully Provides limited peer feedback Superficial reflection that is task oriented 	<ul style="list-style-type: none"> Unprepared and/or arrives late for class Does not participate in class discussions Inappropriate, offensive, or divisive language Does not assume personal accountability or responsibility for learning

Course Evaluation

An anonymous course evaluation survey is conducted at the conclusion of the course. This survey provides assessment data to improve learning activities that support learner-centered education.

NMWC Student Course Evaluation

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
1. The pre-assignment prepared me for the course learning activities.					
2. Expectations were clearly communicated					
3. The objectives for the course were met. <ul style="list-style-type: none"> • Articulate the value of the influenza vaccination for individual and public health. • Describe three barriers to influenza vaccination during the COVID-19 pandemic. • Demonstrate the role of the nurse in an influenza vaccination clinic during the current flu season 					
4. The instructor emphasized the major ideas throughout the course learning activities					
5. The course material was presented in a logical, organized manner					
6. The instructor was knowledgeable					
1. The instructor encouraged me to ask questions.					