



**BSN Program
NURS 4660 Rural and Community Health Nursing
Syllabus Fall 2014**

Instructor:	Dr. Barbara Tucker	Professor Bonnie Smithers
Instructor Email:	<u>Barbara.Tucker@tamuc.edu</u>	<u>Bonnie.Smithers@tamuc.edu</u>
Office Location:	Nursing Building	Nursing Building
Office Hours:	As Posted	As Posted
Nursing Department:	903-886-5315	
Office Fax:	903-886-5729	

COURSE INFORMATION

Materials- Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

Stanhope, M., & Lancaster, J. (2014). Foundations of nursing in the community: Community-oriented practice, (4th Ed.). St. Louis: Elsevier (ISBN 97803231000946).

Prerequisites: NURS 4343, NURS 4650

COURSE DESCRIPTION: (6 credit hours)

Explores rural community health nursing, focusing on historical development, philosophy, health care systems, epidemiology, and individuals, families, and specific aggregate groups. Applies theoretical and empirical knowledge in using the nursing process in rural community settings to promote, maintain and restore health. Focuses on trans- cultural nursing concepts, rural and home health care delivery. Diverse roles of the community and public health nurse are examined, and a rural community assessment is completed using research and data processing skills.

Student Learning Outcomes:

1. Distinguish between public health, rural health, community health and community-based nursing practice.
2. Describe the historical development of public health, public and community health nursing, and the transformation of the health care system domestically and globally.
3. Compare and contrast ethical theories and principles inherent in the core functions of community-oriented nursing practice.
4. Describe laws and functions of government that affect community-oriented nursing practice, health policy and health care delivery.

5. Explain the epidemiological approach to understanding disease, and identifying the causes of disease.
6. Explain the relationship between the environment and human health and disease.
7. Analyze the relationship between primary health care, health promotion, and disease prevention.
8. Identify methods to assess the health risks of individuals, families, aggregates, communities and cities.
9. Identify community resources integral to community health objectives.
10. Analyze the relationship of evidence-based practice to community-oriented nursing practice.
11. Describe community-oriented approaches to family health risk reduction.
12. Apply primary, secondary, and tertiary prevention strategies to family and community-focused mental health problems.
13. Identify social and cultural barriers to accessing the health care system for population groups, locally, nationally and globally.
14. Identify how community organizations (voluntary, governmental, business, labor, and faith based) collaborate, prepare for, and respond to disasters and bioterrorism.

Clinical Objectives

1. Apply the nursing process in the community oriented care of selected families, groups and communities.
2. Use the epidemiological method to identify the health status of the population.
3. Use a social science theoretical framework to assess the physical, developmental, environmental, psychosocial, and spiritual influences on the family within the community.
4. Assess behavioral patterns, needs, coping patterns, and resources of the client/family system.
5. Identify actual and potential risk factors affecting the family/communities.
6. Employ diagnostic criteria for early detection of health problems.
7. Collaborate with clients in planning care incorporating sociocultural and ethnic beliefs and values to define and prioritize problems.
8. Demonstrate responsibility for independent professional judgments and behavior.
9. Establish effective communication with individuals, families, groups, and communities to promote optimum well-being.
10. Assist the client to use primary, secondary or tertiary methods of intervention.
11. Use current evidence based information to formulate and modify the nursing process in care planning, teaching, and problem-solving for individuals, families, groups, and communities.
12. Implement a health teaching plan appropriate to the learner.
13. Make decisions to modify, renegotiate, or terminate nursing activities in collaboration with client and family.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Course objectives may be met through individual study using suggested resources, active involvement in classroom activities, formal and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills. Teaching methods include lecture, seminar, discussion, small group work, independent study of texts and library resources, computer-assisted instruction, audio-visual aids and the assignments listed. While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of

course objectives.

Grading

Grades will be determined as follows:

Exams (4)	60%
Community Assessment Paper and Presentation	20%
Family Assessment	15%
Group Participation (Community Assessment/Health Fair)	5%
TOTAL	100%
Clinical	PASS/FAIL

Grading Scale:

A = 90-100

B = 80-89

C = 75-79

D = 67-74

F = 66 and Below

A minimum grade of 75 is required to pass the course.

THE COMMUNITY HEALTH ASSESSMENT

This project is a clinical **group** assignment. This group paper is a comprehensive report reflecting theoretical study and practical analysis of the health (broadly defined) of the selected community population. Refer to Stanhope & Lancaster, Chapter 12 for theoretical framework for the Community Assessment. An oral presentation and written report is due to the assigned clinical faculty. More information in Clinical section.

GROUP PARTICIPATION SCORE

Each student will be evaluated by all members of the group as to participation in group meetings, group discussions, and completing assignments. These scores will be averaged.

THE FAMILY HEALTH ASSESSMENT

Each student completes a family assessment based upon a study of one family assigned and visited during the practicum. The family assessment is a written paper (APA format) summarizing the findings and based upon one of the theoretical approaches to family health as described in Stanhope & Lancaster, Chapter 18. More information in Clinical section.

TECHNOLOGY REQUIREMENTS

This course will be enhanced using eCollege, the Learning Management System used by Texas A&M University-Commerce. To login to the course, go to: <http://leo.tamuc.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu

The following hardware and software are necessary to use eCollege.

- Internet access/connection-high speed recommended (not dial up)
- Word Processor (MS Word, or Word Perfect)

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP, Vista, or 7) and a recent version of Microsoft Internet Explorer (6.0, 7.0, 8.0, or 9.0).

Your courses will also work with Macintosh OS X or better along with a recent version of Safari (5.1 is now available). Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows, and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login to eCollege, click on the "myCourses" tab, and then select the "Browser Test" link under Support Services.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Communication between faculty and students is taken seriously. Preferred communication methods are individualized office hours, email, or via office phone. If a phone call is not answered please leave a message and send an e-mail using the direct e-mail link on the course home page. You will be treated with collegial respect and you are expected to communicate likewise in a professional manner. Students are responsible for initiating questions about the course, clinical, assignments, and/or exams.

COURSE PROCEDURES/POLICIES

CLASS

1. Class Cancellation: In the event that a class is canceled, the student is expected to do the readings and complete the objectives for that day. The content will still be included on examinations. The material in this syllabus and dates identified in the Course Calendar are subject to change.
2. Class attendance is expected. The students should notify course faculty in advance of any absence.
3. Exam dates are listed in each course syllabus, and the student is expected to be present for exams. In the event that the student will be absent, the course instructor must be notified in advance. Failure to do so will result in the student receiving a zero for the missed exam or quiz.
4. As an adult learner and responsible professional, the student is responsible for reading and completing assignments prior to class and for being prepared to participate in discussions over the assigned material. It should not be expected that all material will be covered in class. Students are expected to come to class prepared.
5. Assignments must be handed in on time. Assignments submitted late without prior arrangement with the classroom instructor will receive a zero.

CLINICAL

Clinical is the application of the theoretical component into the practice area. Clinical is comprised of the hospital/community experiences and the learning lab. Students must adhere to the dress code of the agency/institution in which the clinical practice takes place. If a student is not properly attired, including the Nursing Program badge and patch, the student will be dismissed from clinical for the day with NO credit for hours. Student who must miss clinical for any reason and those students who fail to notify their assigned nursing unit that they will not be in clinical, will receive an "F" in clinical for that day. Students who are dismissed for unprofessional conduct, unsafe nursing practice, or inappropriate attire will also receive an "F" for that day. A student who earns a total of two "F"s will receive a final grade of "F" in clinical.

COMMUNITY HEALTH ASSESSMENT

Each student is expected to participate in a community health assessment, a direct application of the tools of epidemiology, evidence based literature and public health theory. The community assessment is a population focused analysis of the health status, needs and resources of the assigned community. Geographic areas, census tract summaries, demographics, morbidity and mortality data and other evidence are researched to develop an evidence based nursing diagnosis, plan, intervention and outcome evaluation for the community. Students should gather data by interviewing key informants in the community, such as health care providers, religious leaders, educators (teachers/principals), elected officials (mayor and city council members), fire fighters and EMT/Paramedics, police, business owners, and at least 15 local residents in order to prepare the assessment. The assessment is a group project which results in both a written report and a public presentation. Each individual student must maintain a record of their own individual time spent conducting interviews. This documentation should be turned in to the Clinical Instructor as part of the clinical hours.

HOME HEALTH

Under the supervision of a Nursing Clinical Instructor, the student will be paired with a Home Health Nurse to conduct home health visits. A minimum of five (5) home visits to agency assigned families is expected. A Clinical Instructor will accompany each student on one (1) home visit at a time arranged between the student and the instructor. The student has the responsibility to arrange the home visit appointment with the clinical faculty.

The definition and purpose of home visits must be related to the mission of the assigned agency and may include the following basic goals:

1. Engaging is primary prevention, secondary screening and tertiary maintenance of illness, injury, or disability;
2. Promoting adequate, effective care of individuals and families in their own homes who have specific medical problems related to illness or disability;
3. Assessing and supporting efforts to enhance normal growth and development of family members across the life cycle.
4. Teaching families in their own home and community settings about health promotion, disease prevention and health maintenance;
5. Assessing and promoting healthful family and community environments;
6. Participating in public health surveillance programs and surveys for official agencies
7. Identifying and advocating for family and community needs through formal and informal processes.

FAMILY ASSESSMENT

Each student is expected to develop a written family health assessment based upon a scientifically and theoretically based model of family assessment. The family assessment is a written report of the health assessment of a family the student visited during the practicum with the home health agency. Students must obtain permission from the client in order to conduct the family health assessment. The data collection must be accomplished at a time other than during the home health visit.

COMMUNITY HEALTH NURSE INTERVIEWS

Each student will complete an interview with a public health nurse using the guidelines included in the syllabus and turned in using Drop Box no later than 2359 the day following your public health experience.. Late papers will lose 5 points per day, including weekends.

UNIVERSITY SPECIFIC PROCEDURES

The Americans with Disability Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 468-8148

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Student Disability Resources & Services

Student Conduct Code – Refer to the BSN Student Guide

Students must adhere to standards of professional and academic conduct. Academic misconduct involves any activity that tends to compromise the academic integrity of the University, or subvert the educational process, including, but not limited to, cheating, plagiarism, falsifying academic records, misrepresenting facts and any act designed to give unfair academic advantage to the student or the attempt to commit such an act. Students are responsible for their own academic honesty and for reporting violations of academic honesty by others.

Content Outline

Week	Content	Reading Assignment
1	Perspectives in Health Care Delivery and Nursing	Chapters 1, 2, 3
2	Ethics and Cultural Influences	Chapters 4, 5
3	Community Assessment and Evaluation	Chapter 12
4	Exam I	
5	Issues and Approaches in Family Health Care	Chapters 18, 19, 20

6	Issues and Approaches In Health Care Populations	Chapters 13,14,15,16
7	Exam II	
8	Environment, Government and Economic Influences	Chapters 6, 7, 8
9	Epidemiological Approaches	Chapter 9
10	Exam III	
11	Vulnerability, Rural and Migrant Health	Chapters 21, 22
12	Poverty, Homelessness, Alcohol and Tobacco, Violence and Abuse	Chapters 23, 24, 25
13	Infectious Disease Prevention, HIV, Hepatitis, TB, STD	Chapters 26, 27
14	Exam IV	
15	Community Presentation/Activity	

Criteria for the Community Assessment Paper

Component		Contributors	Instructor Comments
1. Windshield Assessment 2. Demographic, epidemiologic and vital statistics data	20%		
3. Evidence- based literature review 4. Analysis of the communication systems 5. Analysis of socio- economic, politico-legal, cultural and religious dimensions	20%		
6. Interviews with professionals and community members and leaders 7. Statement of the aggregate community health nursing diagnosis 8. Analysis of the health care delivery system and health resources	20%		
9. Outcomes and nursing interventions - (SMART) 10.Implications of results and suggested policy changes/program changes	20%		
Report Criteria A. Logic, grammar, conciseness and objectivity B. APA format	20%		
Total	100%		

comments/notes:

Criteria for Community Assessment Presentation

Component		Comments
A. Introduction/Purpose B. The community: -windshield assessment overview Meaningful and useful data: -demographic -epidemiologic -vital statistics	20%	
A. Analysis of data collected: -socio-economic -politico-legal -cultural -religious dimensions -interviews with community members B. Health care delivery system and health resources	20%	
Aggregate community health nursing diagnosis/diagnoses	10%	
C. Nursing interventions recommended D. Suggested policy or program changes	20%	
A. Professional delivery B. Clear C. Complete D. Creativity, readability, and usefulness of media used E. Ability to generate and answer questions F. Reference citations in APA format	20%	
Total	100%	

Comments/Notes:

Nursing 4660: Community Assessment-Clinical Log

Each individual is responsible for recording minimum their hours for the community assessment. The table provided is suggested as a guide for recording your activities and the hours invested in the project. Refer to the textbook for the guide to the community assessment. The clinical hours for the community assessment should include, but are not limited, to:

- group planning meetings: a Group Leader needs to be elected to organize subgroups, activities, written reports, and due dates.
- subgroup group work meetings
- windshield assessment
- photographs
- resident interviews (list each one separately)
- health care services
- mental health services
- safety profile
- history of community
- spiritual aspects
- unique cultural aspects
- community events
- water source/waste disposal
- government officials interviews
- presentation preparation
- community activity planning
- presentation
- community activity

NURS 4660: Community Assessment Clinical Log

Student: _____

Date	Time Start-End	Location (Specific Facility)	Activity (Group, Research, Interview, and others)	Individual Name Signature/Initials	Hours	Cumulative Hours

Format for Community Assessment Presentation

Introduction:

Describe the purpose of doing a community assessment.

Describe the community assessed using data gathered through the windshield assessment and demographic data.

Development:

Use the criteria for the Community Assessment to develop the body of your report.

- ☐ Visual illustrations (photos and slides) from the windshield Survey, maps and boundaries
- ☐ Census tract data, demographics, morbidity and mortality rates presented in tables. Table numbers, titles, figures, source citation and interpretations must follow epidemiologic conventions accurately and completely. Zip code data is not acceptable. *Numbers are meaningless.* Use rates or percentages for comparisons with the larger community – city, county, region, state or nation.
- Provide epidemiologic and logical reasoning for the nursing diagnosis and intervention.
- ☐ PPT slides must follow conventions of size, font, readability, color, harmony and creative appeal for a professional audience. (PPT rubric)

Conclusion

- ☐ The conclusion of your discussion focuses on your interventions, evaluation and recommendations. Reference citations in APA format required.

Further notes on professional presentations:

Be professional. Be conscious of your posture, gestures, and facial expressions. Be courteous to your fellow presenters as well as your audience.

Phrases to avoid:

'Stuff like that'; 'set up stuff', the diagnosis 'we came up with'; equating SES with 'class (low, middle, upper)'; 'a lot of' in place of quantitative data; . . ummm. . . umm.

This presentation is an academic, science based report – make it resound authoritatively as senior students of the nursing profession

Criteria for the Family Health Assessment Written Report

Names: _____

<p>A. Introduction: Case/family/client selection: purpose of visit (health promotion, disease prevention, education, counseling, referral, surveillance & follow-up, home care management, hospice care B. Family assessment/data base C. Family risk assessment (including environment) D. Genogram, Eco Map, Family Health Tree</p>	20%	
<p>Nursing Diagnoses & outcomes: A. Individual B. Family C. Community</p>	20%	
<p>Nursing interventions: A. Individual and family B. Community and policy level</p>	20%	
<p>Evaluation : A. Individual and family B. Community and policy level C. Conclusion of report</p>	20%	
<p>Report Criteria: A. Logic, grammar, sentence structure, spelling, objectivity B. Relevant literature references (APA)</p>	20%	
<p>Total</p>	100%	

Name: _____

GROUP MEMBER PARTICIPATION EVALUATION

Group Member's Name _____	Possible	Earned
Participates in all meetings involving Presentation/Paper	3	
Participates in any discussions necessary on discussion board involving Presentation and Paper	3	
Participates by completing assigned portion of Presentation/Paper	4	
Total	10	

Group Member's Name _____	Possible	Earned
Participates in all meetings involving Presentation/Paper	3	
Participates in any discussions necessary on discussion board involving Presentation and Paper	3	
Participates by completing assigned portion of Presentation/Paper	4	
Total	10	

Group Member's Name _____	Possible	Earned
Participates in all meetings involving Presentation/Paper	3	
Participates in any discussions necessary on discussion board involving Presentation and Paper	3	
Participates by completing assigned portion of Presentation/Paper	4	
Total	10	

Group Member's Name _____	Possible	Earned
Participates in all meetings involving Presentation/Paper	3	
Participates in any discussions necessary on discussion board involving Presentation and Paper	3	
Participates by completing assigned portion of Presentation/Paper	4	
Total	10	

Texas A&M University-Commerce
2300 West Neal St, Commerce, TX, 75428
Nursing Program
NURS 4660: Rural and Community Health Nursing

CONSENT FOR HOME VISITS

Purpose and Information

As part of their learning experiences, TAMUC nursing students make home visits to patients and their families. These visits are for the purpose of providing the student with an opportunity to visit patients in their homes to assess their present health status and health education needs. Patients and their family members are given the opportunity to have questions about their health answered, and when necessary be referred for further health care. These visits in no way may replace or interfere with the primary health care provider's recommendations or treatments. There is no charge for these visits. There is no risk involved to the patient or family members and any information will be kept confidential.

I, hereby give permission for the visits by a TAMUC nursing student and understand that I can cancel these visits at any time. I understand the purposes, benefits, limitations, and confidentiality of these home visits.

Patient's Signature: _____ Date: _____

I verify that the above signed patient has been fully informed of the purposes, benefits, limitations, and confidentiality of the home visits.

Nursing Student Signature

Instructor or Agency Representative Approval

Student Name: _____

Date: _____

**NURS 4660 Rural and Community Health Nursing
Client Care Log**

Instructions

You will provide 135 hours clinical hours or more in the care of community health of clients. When you have clinical for NURS 4660, compile a log of clients for whom you have observed or provided nursing care for during this time.

Date	Facility	City	County	M/F	Age	Dx	Ethnicity	Comments

Community Health Nurse Interview

Interview one (1) nurse involved in an area of community health at your assigned clinical site. The nurse that you interview needs to directly work in Community Health or Public Health. The interview documentation will be completed and submitted online to eCollege drop box NLT 2359 of the date assigned to the specified clinical.

Owl Purdue has several resources to ensure a successful interview and citing of references. It is suggested to refer to the sites: <https://owl.english.purdue.edu/owl/resource/708/01/> or <https://owl.english.purdue.edu/owl/resource/560/11/>

- A. Provide name of facility, population, number of client encounters per day, town, and date of interview.

Questions for the nurse:

1. What is your role in this area?
2. What additional training and education prepared you for your current role?
3. What duties do you perform in your role in the community?
4. Are there any unique cultural features of the population that you interact with in the community?
5. What aspects of the culture present positive and/or negative influences for individuals to maintain health?
6. What are external and internal barriers that limit preventative health care in the community?
7. What are the external and internal factors that promote preventative health care in the community?
8. How do collaborative professional relationships interact to provide health care in this community?

- B. Provide a copy of a community health care protocol (guideline, policy, or procedure) that ensures preventative or continuity of health care.

- C. Locate a nursing journal that provides evidence based research for the protocol used at the site.

- D. Use appropriate grammar, spelling, and punctuation. Text and references must be in APA format.

Community Health Nurse Interview Grading Rubric

CATEGORY	4	3	2	1
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized. 8)
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Amount of Information	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
Column Score				
Comments				
Total	20	15	10	5

Attendance Form

Student Name: _____

Date: _____

The above named student attended:

At (location):

From (time): _____ To (time): _____

Printed Name of Facility Representative

Signature of Facility Representative

CLINICAL SYNOPSIS:

As an independent, motivated self-learner, it is expected that you will review the appropriate content in your textbook and eCollege specific to your assigned clinical activity **BEFORE** the assignment date. Because of the independent nature of this course, you will be expected to communicate very effectively with your clinical instructor. Clinical activities will include observation, reflection, interviews, community assessment, family assessment, health promotion, group work, and providing nursing care. Clinical will be 135 hours contact hours composed of Home Health, Various Community and Rural Community Clinic, Public Health Clinics, Health Fair, and a Community Assessment group paper and presentation. All assignments are due on eCollege the day after the assignment is completed NLT 2359. All activity requirements must be submitted on time and will not be accepted late. Assignments need to be submitted in a Microsoft Word Document (no jpeg). The table provides a brief overview of the assignments. Assignments with instructions will be provided after the table. All of the components of each activity requirement must be submitted on time and will not be accepted late.

Activity	Date	Site	Evaluation	Grade
Home Health	Per Clinical Schedule	Hunt Regional Home Health (HRHH)	1. Minimum 5 Home Health visits with RN 2. Evaluation Home Health Nursing Student 3. Consent from each client and a separate consent for follow up visit	10%

			as part of the Family Assessment. 4. Family Assessment Paper 5. Faculty Supervised Visit (1) coordinated by student 6. Attendance Form 7. Clinical Log 8. Reflective Journal	
Community and Public Health Clinics (7 sites)	Per Clinical Schedule	Various clinics and sites	1.Observation and Nursing Care of clients with RN (Supervised by Instructor) 2. Nurse Interview (1) 4. Attendance Form each site 5.Clinical Log 6. Reflective Journal	10% each site (70%)
Disaster Preparedness Certification	Per Clinical Schedule	Nursing Department	1.Part 1: Online course with Certification before Class 2.Part 2: Tabletop Exercise with Red Cross Nurse and Faculty 3.Clinical Log	5%
Disaster Drill	October 21	Local To be Announced (TBA)	1.Prepared 2.Participation 3.Reflective Journal 4. Clinical Log	Cr/nCr
Health Fair	TBA	TBA	1.Group Project with a different topic for each group 2.Clinical Log	5%
Community	Student Driven	Assigned Group:	1.Community	10%

Assessment		Cooper or Wolfe City	Assessment Log 2.Presentation 3.Evaluation	
------------	--	-------------------------	--	--

2014 Community Health Clinical Site Contact

Community Health Service Agency (CHSA)

Medical Clinic- Community Health Clinic

POC: Kristina Crawford-903-455-5958
 4311 Wesley Street
 Greenville, TX 75401

Women’s Center of Greenville (CHSA)

POC: Denise Slemmons-903-455-5958
 4311 Wesley Street
 Greenville, Texas 75401

Pediatric Clinic of Greenville (CHSA)

4311 Wesley Street (Same building as Medical, but different door)
 Greenville, Texas 75401

Bonham Community Health (CHSA)

POC: Rachel Reimer-903-583-6155
 920 North Center Street
 Bonham, TX 75418

Hospice Plus

POC: Latanya Andrew-903-454-3385
 9701 Wesley st
 Greenville, Tx 75401

Public Health Department of Garland

POC: Joy Pierson-972-205-3370

206 Carver Drive

Garland, TX 75040

(972) 205-3370

(972) 205-3372 Fax

The building is exactly on the corner of Carver and Hopkins and is called Garland Health Department Clinical The building is exactly on the corner of Carver and Hopkins and is called Garland Health Department Clinical Services.

This is a 1-story building at 206 Carver Dr., Garland. Many students get confused and show up at Garland Health Center, which is a large 2-story building next to the clinic.

Hunt Regional Home Health:

POC: Karen Watkins, RNBC, BSN, Hunt Regional Home Care, Agency Director(903)408-1987 or 1950 or

assistant: Cindy

4001 Ridgecrest Road, Greenville, Texas. It is the road behind the hospital. It is a white building with a sign close to the road with Hunt Regional Home Care in red. It is referred to as the hospital annex building. There are double glass doors with the name on it.

Contact the HRHC Scheduler at the above number the afternoon before your assigned Home Health Clinical. The Scheduler will need your name and phone number. The information will be provided to the nurse you will be assigned with for your Home Health Clinical. The nurse will notify you about any details for the assigned day. The nurse will usually meet you at the facility and both of you will make the visits together in a HRHC vehicle.