



NURS 4660.01 Rural and Community Health Nursing

COURSE SYLLABUS: Fall 2015

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COURSE INFORMATION

Textbook(s) Required

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

Course Description (6 Semester 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.
Prerequisites: NURS 4343 and NURS 4650.

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.

Syllabus/schedule subject to change

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.

Student Responsibilities

Attendance: Students are expected to attend all scheduled classes and labs. Absences may cause the student to be unable to meet course objectives and can affect grades. Tardiness will not be tolerated unless prior notification of instructor is made. If unable to meet the learning activity/assignment on the due date, the student must arrange for make-up with the instructor prior to the original due date. Otherwise, a grade of zero will be earned for the assignment.

Classroom Etiquette: The use of electronic devices, including laptops, iPads, and voice recorders, must be approved by the course faculty prior to class. Laptops not being used to take notes should be closed. Social media activity will not be allowed during class/lab time. The use of any unapproved electronic devices during a test/quiz or test/quiz review will result in the student receiving a zero for that test/quiz. *Faculty may not be recorded, filmed, or taped without permission.* Cellular telephones that make an audible noise will not be allowed in class or lab. Bringing visitors (children, relatives, friends) to class is inappropriate; however, in an

emergency or special situation, prior permission of the instructor may be sought.

Late Submissions

It is expected that you will submit all assignments on time. If you need an extension, it should be requested before the due date and may or may not be approved at the discretion of the course coordinator. Unexcused late assignments will be penalized 10% per day for each of the first two days overdue; on the 3rd day, the grade will be assigned as 0%. Communication on these matters is the student's responsibility.

Paper submissions

All documents submitted online are to be in .docx, .rtf or .pdf format. No other formats will be accepted (JPEG, GIF, etc.). Assignments need to be submitted in a maximum of one document per assignment. Failure to follow these guidelines will result in a grade of "0" on the assignment.

GRADING

Grades will be determined as follows:

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

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 75%-79%

D = 60%-74%

F = 59% or Below

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

Assessments

Exams: Exams will be a timed assessment of the units specified in the course schedule. A student who is unable to take the scheduled exam must notify the instructor prior to the start of the exam to determine whether a make-up is available.

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 can be found in the Clinical section. **Note:** This presentation is a group or team project. All members of the group will receive the same grade on the paper. However, a student can be removed from his/her team if the other students in the group come to the instructor and report that a student is not doing his/her fair share of the work. If that happens, the instructor will notify the student in writing. The student will then be responsible for doing the assignment on his/her own.

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 can be found in the Clinical section.

Group Participation: 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

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled browser. For PC users, the suggested browser is Google Chrome or Mozilla Firefox. For Mac users, the most current update of Firefox is suggested.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:

- Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset)
http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later)
<https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see:
[System Requirements for LearningStudio](https://secure.ecollege.com/tamuc/index.learn?action=technical)
<https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](http://www.tamuc.edu/myleo.aspx). <http://www.tamuc.edu/myleo.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.

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

Pearson Learning Studio Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson LearningStudio Help Desk, available 24 hours a day, seven days a week.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson Learning Studio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson Learning Studio Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the *'Tech Support'* icon on the upper left side of the screen inside the course. You then will be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

Note: Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1-866-656-5511
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

Internet Access

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu). <https://leo.tamuc.edu>

Learner Support

Go to the following link [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/)- created to serve you by attempting to provide as many resources as possible in one location.

<http://www.tamuc.edu/admissions/onestopshop/>


Go to the following link [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/)- focused on providing academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

FREE MOBILE APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsp hone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses

- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

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 AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

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. Students 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.

CLINICAL EXPERIENCE

1. Clinical attendance is mandatory. Refer to the Nursing Student Guide for absence policy information.
2. Immunizations, CPR, and TB status must be current for students to be able to attend clinical experience at the assigned clinical location.
3. Students are expected to meet clinical expectations outlined in the clinical evaluation tool.
4. Based on student learning needs, the faculty will determine the appropriate amount of time and clinical assignments needed to assess student growth. Faculty may require additional assignments and clinical work to ensure students have met clinical objectives. Students are expected to comply with any additional assignments or clinical hours assigned.
5. Students are expected to prepare for clinical practice in order to provide safe, competent care.
6. Clinical assignments must be handed in on time to the clinical instructor as directed. No exceptions.

7. Clinical is graded Pass/Fail. If the student fails the clinical component, the entire course must be repeated.

UNSATISFACTORY CLINICAL PERFORMANCE

1. There are several infractions that might lead to a student being given a clinical warning for the day, including but not limited to:
 - Absences
 - Tardiness
 - Violation of dress code
 - Incomplete health immunization records
 - Expired CPR certification
 - Failure to turn in written assignments on time
 - Incomplete hospital orientation
 - Lack of preparation
2. Accumulation of two (2) warnings in this clinical course may lead to failure of the clinical rotation and therefore, failure of the entire course.
3. Other offenses which may lead to immediate failure of the course include but are not limited to:
 - A pattern of lack of accountability for class, clinical and lab skills preparation
 - Unsafe or unprofessional practices or behaviors
 - HIPPA violations
 - Inability to pass required clinical assignments
 - Falsification of records

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)
<http://www.albion.com/netiquette/corerules.html>

ADA Statement

Students with Disabilities

The Americans with Disabilities 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- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

COURSE OUTLINE / CALENDAR

Class	Content	Reading Assignment
8/31	Perspectives in Health Care Delivery and Nursing Ethics and Cultural Influences	Chapters 1-5
9/8	Community Assessment and Evaluation	Chapter 12
9/15	Exam I	
9/22	Family Health Care Family Assessment Disaster Management	Chapters 14, 18-20
9/29	Exam II	
10/06	Environment, Government and Economic Influences Epidemiological Approaches	Chapters 6-9
10/13	Exam III	
10/20	Vulnerability, Rural and Migrant Health	Chapters 21, 22
11/03	Poverty, Homelessness, Alcohol and Tobacco, Violence and Abuse	Chapters 23, 24, 25
11/17	Infectious Disease Prevention, HIV, Hepatitis, TB, STD	Chapters 26, 27
11/24	Exam IV	
12/01	Community Presentation/Activity	

Community Assessment Paper: Grading Criteria

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%		

Community Assessment Presentation: Grading Criteria

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%	
A. Nursing interventions recommended B. 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%	

Family Health Assessment Written Report: Grading Criteria

Name: _____

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	20%	
Nursing Diagnoses & outcomes: A. Individual B. Family C. Community	20%	
Nursing interventions: A. Individual and family B. Community and policy level	20%	
Evaluation : A. Individual and family B. Community and policy level C. Conclusion of report	20%	
Report Criteria: A. Logic, grammar, sentence structure, spelling, objectivity B. Relevant literature references (APA)	20%	
Total	100%	

Public Health: Nurse Interview

During the interview of the Public Health nurse, address three (3) of following items:

1. Describe and discuss the role of the nurse 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. Identify unique culture features of the population that you interact with in the community.
5. What aspects of the cultural 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. List the roles and describe how collaborative professional relationships interact to provide health care in the community.

Public Health Nurse Interview: Grading Criteria

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				
Total Score:				

Comments:

Clinic Reflective Journal: Grading Criteria

	Points Available	Points Received
<p>DESCRIBE: Provide a brief description of the clinical experience.</p> <p>Discuss the most surprising and least surprising factors about the setting. Describe what went well and what did not go well for clinical at the site.</p>	20	
<p>REFLECTION: Discuss how you feel about the role of the nurse in this setting.</p> <p>Provide an example of the nursing care, including teaching, provided to the client.</p> <p>Describe a cultural aspect of the population provided nursing care at this site.</p> <p>Identify the benefit of this type of nursing care in this setting. (If there is no nurse at the site: describe the role of the person interacting with the client; Why do you think there is no nurse at the site?)</p>	30	
<p>STANDING ORDER/PROTOCOL: Discuss one protocol used at the site to ensure safety or the client or improves client care.</p> <p>Provide a copy of one nursing research article with evidence to support the protocol (standing order). Submit the article with your journal.</p>	20	
<p>LEARNING: Describe one example of how you can use the knowledge obtained at this site in your nursing practice (be specific)</p>	20	
<p>APA Reference page, grammar, spelling, etc.</p>	10 (all or nothing)	

Health Promotion Fair: Grading Criteria

Component	Points Possible	Points Achieved	Comments
All required elements submitted on time	20		
Met health promotion objective with activity	20		
Presentation method engages population	20		
Ability to engage the population and answer questions	20		
Professional presentation	20		
Total	100		

Hometown: 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				

Total Score:

Comments:

Texas A&M University-Commerce
2300 West Neal St, Commerce, TX, 75429
BSN 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



Simulation Effectiveness Tool

Course: _____ Date: _____ Instructor: _____ Name (Optional): _____

Please rate the following statements on the scale provided. Mark NA if you have no experience with the statement.

	Do Not Agree	Somewhat Agree	Strongly Agree	Not Applicable
The instructor's questions helped me to think critically	0	1	2	NA
I feel better prepared to care for real patients	0	1	2	NA
I developed a better understanding of the pathophysiology of the conditions in the SCE	0	1	2	NA
I developed a better understanding of the medications that were in the SCE	0	1	2	NA
I feel more confident in my decision making skills	0	1	2	NA
I am more confident in determining what to tell the healthcare provider	0	1	2	NA
My assessment skills improved	0	1	2	NA
I feel more confident that I will be able to recognize changes in my real patient's condition	0	1	2	NA
I am able to better predict what changes may occur with my real patients	0	1	2	NA
Completing the SCE helped me understand classroom information better	0	1	2	NA
I was challenged in my thinking and decision-making skills	0	1	2	NA
I learned as much from observing my peers as I did when I was actively involved in caring for the simulated patient	0	1	2	NA
Debriefing and group discussion were valuable	0	1	2	NA
Comments: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____				

Simulation Effectiveness Tool Rubric

CATEGORY	5/Outstanding	1/Not Meeting Expectations
Amount of Information	All topics are addressed and all questions answered	All topics are not addressed or questions were not answered
Quality of Information	Information clearly relates to the main topic. Significant evidence of critical thinking present	Information has little or nothing to do with the main topic and/or no evidence of critical thinking

Nursing 4660L: Community Assessment Clinical Log

Each individual is responsible for recording his or her hours for the community health clinical. The table provided is to be used for recording your activities and the hours. The log can be handwritten as long as it is readable by your clinical instructor.

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

The clinical log is due weekly uploaded in Dropbox on eCollege by 2359 each Friday.

NURS 4660L: Community Assessment Clinical Log

Student: _____

[illegible]

NURS 4660L: Clinical Experience Log

When you have a clinical experience that involves care of clients, enter information in the log below. Include this log with your clinical log in any week in which you were involved in client care (this is both observation and hands on). The log can be handwritten as long as it is readable by your clinical instructor.

[illegible]

