



NURS 4660.01B Rural and Community Health Nursing

COURSE SYLLABUS: Spring 2019

INSTRUCTOR INFORMATION

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Preferred Form of Communication: email

Communication Response Time: 2 business days

COURSE INFORMATION

Textbook(s) Required

Stanhope, M., & Lancaster, J. (2018). *Foundations of nursing in the community: Community-oriented practice* (5th ed.). St. Louis, MO: Elsevier. (ISBN: 978-0-323-44383-8)

Course Description

Explores rural community health nursing, focusing on historical development, philosophy, health care systems, epidemiology, 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 judgements 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 evidenced-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

Minimal Technical Skills Needed

Examples include: Using the learning management system, using Microsoft Word, Excel and PowerPoint, using presentation and graphics programs as needed.

Instructional Methods

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 or Tips for Success in the Course

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. See course specific procedures/policies for additional information.

Classroom Etiquette: See Nursing Student Guide for expected all and clinical behaviors.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Course Assignments and Purpose of Each:

There are a variety of assignments for this class to meet learning outcomes and to accommodate different learning styles. The rubrics for written assignments will be posted in D2L. Usually, class meeting will occur 1300-1500 every other Tuesday. There are some exceptions and they are noted on the course content outline. You are expected to come prepared to class.

All work in this course (including clinical and simulation paperwork) is considered individual work unless specified as group work. Any incidence of academic dishonesty (copying, cheating) will result in failure of the assignment and may result in failure of the course as per the TAMUC Academic Dishonesty Policy.

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 coordinator **in advance** of any absence.
3. 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.
4. 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.
5. 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 review will result in the student receiving a zero for that test/quiz. **Faculty may not be recorded, filmed, or taped without prior permission.** Cellular telephones that make an audible noise will not be allowed in class or lab.

6. Bringing visitors (children, relatives, friends) to class is inappropriate; however, in an emergency or special situation, prior permission of the instructor may be sought.

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 are required to accumulate a minimum of 135 hours of clinical time throughout the semester. Students must adhere to the dress code of the agency/institution in which the clinical practice takes place. Students should arrive on time to the facility reflecting a responsible and professional nursing student representing Texas A&M University - Commerce Nursing Department. Faculty will be visiting the students throughout the semester at clinical sites and consulting with clinical staff regarding student presence, activities, appearance and behaviors. Students who must miss clinical for any reason should notify their clinical faculty **and** assigned nursing unit **prior** to the start time of the clinical day. Students who fail to notify their clinical faculty **and** assigned nursing unit that they will not be in clinical prior to the designated start time, will receive a "0" in clinical for that day. In addition, students must notify their clinical faculty and receive confirmation from faculty **prior** to leaving if they are released prior to the scheduled end time of the clinical experience. All assigned clinical days are required regardless of the number of clinical hours accumulated. Students must achieve a 75% or higher on all clinical assignments. Any clinical assignment receiving a grade lower than 75% will have to be redone. The highest grade possible on second attempt is a 75%. Any missed clinical days will have to be made up prior to the end of the semester.

GRADING

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% on all class and clinical assignments is required to pass this course.

Grades will be determined as follows:

Class Pre-work and participation (7x7%)	49%
Community Assessment Paper	30%
Hometown Paper	15%
Teamwork/Collaboration (Community Assessment/Health Fair Presentation)	6%
TOTAL	100%
Clinical	PASS/FAIL

Assessments—Class:

Class Pre-work and Participation

Students will be required to complete assigned pre-work and **bring to each class session**. Pre-work may consist of case studies or other information pertaining to the assigned content. Each student should be prepared to participate in presenting information to their peers for classroom **discursion**. **If a student is absent, faculty should be notified and the pre-work should be submitted by the class time, unless otherwise approved, to Dr. Jane Kosarek. If pre-work is not completed or submitted, the student will receive a zero for that class preparation.**

Community Health Assessment Paper:

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 will be April 30, 2019 or May 2, 2019 with the written report due to the faculty on April 26, 2019 at 2359. Complete assignment instructions and rubrics can be found in the Clinical section of D2L. Please note that the day, times and locations are different from the usual class room and are noted on the course content outline

Hometown Paper

Students will investigate and locate one (1) community health resource (not a private physician office) in their hometown. Call and schedule an interview with the owner/manager, etc. Complete the interview in uniform with your nametag, obtaining information on their **mission/vision, services offered, funding sources, and outcomes measured**. Obtain any printed information they have about their services at the interview. If there are NO resources in your city/hometown, discuss options with your clinical instructor. Since more than one of you lives in some cities/hometowns, you need to work together so that you do not interview the same location. Write a two to three page paper in APA format (not including a title and reference page, both of which are required), do not forget to include in –text references with the results of your

interview (include the name and address and website of the resource). **Analyze the benefits and disadvantages of this resource for members of your community...** A 2-3 page written paper will be submitted no later than March 29, 2019 by 2359. Complete assignment instructions and rubric can be found under Hometown Paper in D2L.

Teamwork/Collaboration:

Each student will be evaluated by all members of the group as to participation in group meetings, group discussions, and completing assignments. An assessment of other members of your group will be turned in at the time of the Community Assessment Presentation. The rubric is under the community assessment information in D2 L. These scores will be averaged.

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 and include the paper rubric. Turnitin will be assessed on each paper submission.

Assessments-Clinical:

Community Health Nursing 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 are required to accumulate a minimum of 135 hours of clinical time throughout the semester which will be recorded on the Clinical Log.

Experiences will occur at various clinics and agencies of the Community Health Service Agency, Public Health Clinics, Home Health Services, and Veterans Administration Outpatient Clinics, Home Health Agencies, Water Treatment Plant, and School Districts, Reflective Journals will be written about these experiences. Along with the clinic experiences, students will attend a presentation and tour of a local water and sewer treatment facility. A Community Assessment will be performed as a group and presented to faculty and students at the end of the semester. A Health Fair Project will be developed in groups and presented to the student body of Texas A&M University - Commerce in the Sam Rayburn Student Center. Students will also participate in a poverty simulation and a disaster drill during the semester. Students will participate in a clinical discussion board throughout the semester.

Students must wear uniform and adhere to the dress code of Texas A&M University-Commerce Nursing. Students should arrive on time to the facility reflecting a responsible and professional nursing student representing Texas A&M University - Commerce Nursing Department. Faculty will be visiting the students throughout the

semester at clinical sites and consulting with clinical staff regarding student presence, activities, appearance and behaviors.

Students who must miss clinical for any reason should notify their clinical faculty and assigned nursing unit **prior** to the start time of the clinical day. Students who fail to notify their clinical faculty **and** assigned nursing unit that they will not be in clinical **prior** to the designated start time, will receive an “0” in clinical for that day. All clinical assignments must receive a grade of 75% or higher. Any assignment receiving a grade lower than 75% will have to be redone. The highest grade possible on the second attempt will be a 75%. Any missed clinical day will have to be made up by the end of the semester.

Clinical Schedule

STUDENTS- All outpatient clinics run 8-5. If they have extended hours you can stay if you want, or leave at 5. If the clinic is done and they are leaving early, you must contact the clinical instructor **BEFORE** leaving.

Home Health Clinical- The agency will give you a time to meet the RN when you call **by 1500, the day prior to your clinical**. They typically get done early, so text your clinical instructor and get a reply before leaving

All students are expected to manage their complex schedule and attend clinics on time and when scheduled. You are expected to have the address and information about where you are going. In addition, after reviewing course objectives, readings and course information, you are expected to come to clinical with the objectives you need to meet that day in mind.

Reflective Journals

Students will reflect on their clinical experiences through reflective journal writing. Journals will be written after the 2nd Home Health experience, the 3rd Public Health Nurse experience and after attending their final Community Health Outpatient Clinic experiences. See clinical section in D2L for detailed instructions.

Clinical Logs

The clinical experiences during this course are independent of on-site clinical faculty and allow you to do many of the clinical experiences on your schedule. Due to this independence, you will be completing a clinical log each week for ALL the clinical hours you complete during the week. This will be both the assigned clinics and the hours you put in on the group assignments such as researching, group meetings, etc. the clinical log drop box in your lab section D2L course. Log submissions start January 25, 2019 and end May 3, 2019. Logs must be submitted every week **even if you do not have any clinical hours to add and will be submitted in the D2L clinical course**. Each week you will be adding to your previous logs and keeping a cumulative total of your hours. By the

end of this course, the final clinical log will indicate ALL the experiences and assignments you completed during the semester and should total at least 135 hours. The log is graded credit/no credit. See the clinical section in D2L for detailed instructions and log form.

Clinical Experience Discussion Board

Throughout the course of the semester, students will post 1 discussion topic related to their community health clinical experiences. The student should include topics such as what they found to be the most surprising and least surprising factors about the setting, or how they feel about the role of the RN or the person interacting with clients at the setting. The students will need to make a reply to ALL fellow student's comments on their post. Each student will comment on at least 2 other student's posts throughout the semester. The discussion board will be completed with your clinical group and will be completed in the D2L clinical course. The discussion board will be moderated by the clinical faculty. The students must meet the required postings by April 29, 2019 by 2359

Community Assessment and Presentation

Each student is expected to participate in a community health assessment project for your assigned city as indicated on the clinical schedule. The assessment is a group project which results in both an APA formatted written group paper (part of the course grade) and a group presentation (part of the clinical grade). You will also complete a Group Member Participation Evaluation Form. The components of a Community Assessment are provided in your textbook Chapter 12 for your project.

The Community Assessment presentation and written paper rubrics are provided for you as a guide. The paper is due April 26, 2019, no later than 2359. The group presentation will be made on April 30 and May 2, 2019. Please note the place, time and day on the course content outline. Students will turn in a copy of their Power Point Presentations as well as the completed Group Member Participation Evaluation forms to each faculty member (4 faculty) prior to the beginning of the presentation. You will be presenting the Community Assessment to faculty, junior nursing students, and students of Public Health. All four faculty will grade the presentations.

Students should gather data by interviewing key individuals in the community, such as health care providers, religious leaders, educators (teachers/principals), elected officials (mayor and city council members), fire fighters, EMT/Paramedics, police, business owners, and at least fifteen (15) local residents who do not meet the above criteria for a key community individual in order to prepare the assessment. Include these interviews and the time you spend on the presentation in your clinical logs throughout the semester. You do not have to wear your uniform for the interviews, etc. If you choose

not to wear your uniform, you need to wear your identification badge and dress professionally.

The group assignments will be discussed the first day of class and posted in the course. Come prepared to sit in those groups for group work/class discussion from the first day on. All information, group assignments/city to asses and rubrics can be found under community assessment in D2L.

Poverty Simulation

You will be participating in a Poverty Simulation on Monday, February 25th. The poverty simulation experience is designed to help participants begin to understand what it might be like to live in a typical low-income family trying to survive from month to month. The experience lasts from three to three and a half hours and you will be required to be there from 1230 until the end of the simulation. It includes an introduction and briefing, the actual simulation exercise, and a debriefing period in which participants and volunteer staffers share their feelings and experiences and talk about what they have learned about the lives of people in poverty. The simulation will be held in the Rayburn Student Center. You will be provided exact location, etc. prior to the simulation day. Wear regular clothes and the only equipment you need to bring is a pen.

Disaster Drill

You will be participating in a Disaster Drill Tabletop Simulation in the nursing building on Monday, March 11th from 1300-1600. During this time, you will be learning and demonstrating skills that will assist you in performing during a disaster. You can wear your regular clothes for this simulation and do not need any equipment.

You will be participating in a Disaster Drill on Monday, April 1st. The disaster drill experience is designed to help participants understand disaster preparedness and disaster response. You will be provided the exact time and location before the drill. Wear old clothes and shoes than can get dirty and stained and leave your cell phone in your car. Only bring your car keys with you in your pocket, do NOT bring anything else with you to the drill.

Health Fair

You are assigned to a health fair group. As a group, you will choose a group leader. Each group will review the Healthy People 2020 objectives for young and middle age adults and pick a topic they would like to present for the health fair and an alternate topic. Then, all the group leaders will communicate and make sure there is no duplication of topics. Once this has been completed, one group leader will submit all topics and a list of group leaders to Dr. Tenhunen via email by February 26, 2018. The health fair will take place on Wednesday, April 10th from 1000-1200 in the BA 343. Students will need to set up the tables around the room before the health fair is

scheduled to begin (the room is available from 0900). After submission of topics to Dr. Tenhunen, she will set up campus wide publicity for the health fair. For the health fair, you will need to be in uniform with your name badge

Community Behavioral Health Conference (CBHC)

There is a CBHC being held at the Texoma Event Center at the Hilton Garden Inn in Denison on February 28, 2019 from 0900-1600. The cost is \$20 and includes lunch. If you desire to attend, go to: <https://www.eventbrite.com/e/community-behavioral-health-conference-tickets-53154914781> to purchase your ticket. More information on the event is located at: <https://www.cbhcevent.com/>. You can put the event on your clinical log for the week for three (3) hours of clinical time. You can wear regular clothes for this conference.

Community Medical Clinics Journal

Students will be observing in multiple clinics managed by the Community Health Service Agency (CHSA), which serves Hunt, Fannin, Delta, and Kaufman counties, as well as the Veterans Administration Outpatient Clinica (VAO) in Bonham and Ft. Worth. A journal will be written after the student has completed their last clinic rotation discussing all the outpatient clinics. In addition, it is also expected that you will discuss rural community health care standards with an evidence based framework/article. Topics to be included in the journal include types of services offered, cultural aspects of the care provided at each clinic, examples of nursing care and any teaching provided, any standard protocols used to ensure patient safety or improve client care, and one example of how you can use the knowledge obtained in your nursing practice. Standards or protocols should be supported by at least one evidenced-based research article with sufficient discussion. The article should be submitted with the journal.

This journal will be 2-3 pages in length, not including title and reference pages. The student will submit to dropbox no later than 2359 the day after the last CHSA clinic day. A grading rubric is posted as a guide.

Home Health Reflective Journal

Upon completion of the 2nd Home Health clinical observation day, students will complete an APA formatted 1-2 page journal, not including title and reference pages, to be turned in via D2L clinical course by 2359, the day following the 2nd Home Health clinical day.

Students will discuss the role of the Home Health nurse in relation to care of the client, family, and community. Information regarding nursing degree, prior experience preparing the Registered Nurse (RN) for the role and other comments provided by the RN related to her duties should be included. Also, the student will present the population served and discuss the varying diagnoses observed during this experience. Any comments provided by the client and family as to how the diagnosis and utilization

of Home Health Nurse services had impacted their life should be included. .Students will also provide documentation of the assessment of one patient they saw in their home health experience, Include an assessment of the environment and family and include a nursing diagnosis, SMART goal, nursing care and evaluation of the care. Students will describe one example of how they can use the knowledge obtained at this site in their future nursing practice/career.

Students will discuss and cite at least 1 evidenced based research article regarding the role of Home Health services to the clients, family and community which is either congruent or non-congruent with the care observed during this clinical experience. Use the Home Health Journal Grading Rubric as your guide.

Public Health Nurse Reflective Journal

Students will submit a 1-2 page, not including title or reference pages, reflective journal to drop box by 2359 the day after their 3rd observation day at the Public Health Clinics. Students will provide a brief description of the clinical experience and compare and contrast the three different public health sites. A discussion of the role of the RN in public health as described by the RN at each site, as well as any special training or education required should be included. The student will provide a description of the population served including aspects of culture and age, as well as the different types of care provided. Collaborative interactions with other health care professionals or services will be discussed including barriers to preventative health care affecting the community.

Students will discuss and cite at least 1 evidenced-based research article which supports or refutes the information obtained and care observed at the public health clinics as it relates to the benefits of Public Health Nursing to the health of the community.

Water Treatment Tours

All students will participate in a tour of the Greenville Water Treatment Plant with their clinical instructor/group. Pre-work for the experience is posted under clinical in D2L. This pre-work should be handed to the instructor at the start of the tour. Dates will be posted on the clinical schedule.

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
- Inability to pass required clinical assignments

Incomplete health immunization records
Expired CPR certification
Failure to turn in written assignments on time
Incomplete hospital orientation
A pattern of lack of accountability for class, clinical and lab skills preparation
Lack of preparation

2. Accumulation of two (2) warnings in this clinical course will 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 and possible dismissal from the nursing program include but is not limited to:

Unsafe provision of nursing care
Unprofessional or unethical behavior
HIPPA violation
Falsification of patient records/clinical documents
Failure to document care in patient record/clinical documents
Failure to pass the medication calculation exam

Nursing Student Guide

Specific information for the nursing student regarding the nursing program and current policies and procedures can be found here:<http://www.tamuc.edu/academics/colleges/educationHumanServices/departments/nursing/Current%20Students/studentguidebook/default.aspx>

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.

- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	<p>The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.</p> <p>Chrome: Latest version for the iOS browser.</p>

Device	Operating System	Browser	Supported Browser Version(s)
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- 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.

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 \(version 17 or later\) https://get.adobe.com/flashplayer/](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.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection 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, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

Correspond with faculty via E-mail and allow two business days for a response. Faculty will not respond after business hours. For clinical, be sure that you text your clinical instructor and keep all faculty cell phones numbers available. You will communicate with clinical faculty re clinical experiences, absences etc via cell phone.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Course specific procedures/policies are discussed earlier in the syllabus. The Nursing Student Guide is another resource for departmental student policies.

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. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

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 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<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.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

Nurs 4660 Course Content/Outline Spring, 2019

Dates	Content	Reading Assignments: Stanhope and Lancaster. 5 th ed.
Wk 1 1/14-1/18 1300-1500	Course Orientation—All faculty Perspectives in Health Care Delivery and Nursing— CM In Class	Chapters 1-3
Wk 2 1/21-1/25 **1/23 Community Clinical Begins	Ethics and Cultural Influences—JK **MLK Holiday 1/21 ** 1/23--Community Clinical Begins 1/25 clinical logs begin 1/25 and are due every Friday at 2359 until 53, 2019.	Chapters 4-5
Wk 3; 1/28-2/1 1/29 0800-1000	Community Assessment and Evaluation Surveillance—CM In Class	Chapters 12 and 15
Wk 4; 2/4-2/8	Environment, Government and Economic Influences--JA	Chapters 6-8
Wk 5' 2/11-2/16 2/12 0800-1000	Poverty, Homelessness, Alcohol and Tobacco,--CM Dr. Tenhunen-preceptorship In Class	Chapters 23-24
Wk 6; 2/18-2/22	Violence and Abuse--JA	Chapter 25
Wk 7; 2/25-3/1 **2/25—Poverty Sim—0800-1700 2/26—Class 0800-1000	Disaster Preparedness--JA In Class **2/25 Poverty Sim 1230-1700 **2/26 HF Topics due	Chapter 14

Wk 8 3/4-3/8	Rural and Migrant Health--JK	Chapter 22
Wk 9 3/11- 3/15 **3/11 disaster drill clinical preparation **3/12 class	<p>** Monday, March 11, 2019 Disaster Drill Clinical Preparation—JA and guests 1300-1500 Note change in date/time for this clinical information</p> <p>Epidemiological Approaches –JK In Class—There will be class this week. **</p> <p>**3/15 HF outlines due at 2359</p>	Chapter 14 Chapters 9-11
Wk 10 3/18-3/22	Spring Break	
Wk 11 3/25-29	<p>Family Health Care Family Assessment—JK Dr. Tenhunen will discuss NCLEX-RN in class **Water Treatment Tours—Date/Time TBA **3/29 Hometown Papers Due at 2359</p>	Chapters 18-20
Wk 12; 4/1- 4/5 **4/1 Disaster Drill 0830- 1200 4/2 Class 0800-1000	<p>Infectious Disease Prevention—JA In Class Dr. Tenhunen will discuss NCLEX-RN in class ** 4/1 Disaster Drill -0830—1200</p>	Chapter 26
Wk 13 4/8-4/12 **4/10 Health Fair 1100-1300	<p>HIV, Hepatitis, TB, STI—JA **4/10 Health Fair; SRSC 1100-1300</p>	Chapter 11 and 27
Wk 15; 4/15- 4/19 4/16 0800- 1000	<p>Nursing Practice in the Community—JK In Class</p>	Chapter 28-32
Wk 16 4/22-4/26	Vulnerability and Vulnerable Populations--JK	Chapter 21
Wk 17 4/29- 5/3 4/30 08 00-1230	<p>Community Assessment Presentations; 4/30; 0800-1230-**note time and location change Location BA 109 All Faculty; Junior students attend</p>	

**note time and location change	Mt. Pleasant; Terrell; Fate **4/29 Last available date to post discussion board at 2359	
Wk 17 0800-1230 **note day, time and location change	Community Assessment Presentations; 5/2; 0800-1230-**note day, time and location change Location BA 109 All Faculty Junior students attend Greenville, Paris, Denison ** Information presented regarding summer—Dr. Tenhunen **5.3 Last clinical log due at 2359	
Wk 18; 5/6-5/10 **note day; times TBA	**Clinical Evaluations—times TBA with assigned clinical instructor	

**** note different days/times for additional activities**