



NURS 4660 01B, RURAL AND COMMUNITY HEALTH NURSING

COURSE SYLLABUS: SPRING 2020

INSTRUCTOR INFORMATION

Instructor: Monica L. Tenhunen, DNP, RN, GNP-BC (course coordinator)

Office Location: Nursing Building, Room 233

Office Hours: As posted and by appointment

Office Phone: 903-886-5315

Office Fax: 903-886-5729

Cell Phone: 714-357-5454

University Email Address: monica.tenhunen@tamuc.edu

Preferred Form of Communication: email

Communication Response Time: 2 business days

Carole A. McKenzie, PhD, CNM, RN

Office Location: Nursing Building, Room 232

Office Hours: As posted and by appointment

Office Phone: 903-886-5315

Office Fax: 903-886-5729

Cell Phone: 903-780-0428

University Email Address: carole.mckenzie@tamuc.edu

Preferred Form of Communication: email

Communication Response Time: 2 business days

Modester Gemas, MSN Ed, RN

Office Location: Nursing Building, Room 225

Office Hours: As posted and by appointment

Office Phone: 903-886-5315

Office Fax: 903-886-5729

Cell Phone: 785-317-1739

University Email Address: modester.gemas@tamuc.edu

Preferred Form of Communication: email

Communication Response Time: 2 business days

The syllabus/schedule are subject to change.

Jennifer Ashcraft, MSN Ed, RN

Office Location: Nursing Building, Room 231

Office Hours: As posted and by appointment

Office Phone: 903-886-5315

Office Fax: 903-886-5729

Cell Phone: 479-461-6242

University Email Address: jennifer.ashcraft@tamuc.edu

Preferred Form of Communication: email

Communication Response Time: 2 business days

Amber Casselberry, MSN Ed, RN

Office Location: Nursing Building, Room 224

Office Hours: As posted and by appointment

Office Phone: 903-886-5315

Office Fax: 903-886-5729

Cell Phone: 903-456-2630

University Email Address: amber.casselberry@tamuc.edu

Preferred Form of Communication: email

Communication Response Time: 2 business days

Jane Kosarek, PhD, RNC-OB, NEA-BC

Office Location: Nursing Building, Room 235

Office Hours: As posted and by appointment

Office Phone: 903-886-5315

Office Fax: 903-886-5729

Cell Phone: 214-797-4172

University Email Address: jane.kosarek@tamuc.edu

Preferred Form of Communication: email

Communication Response Time: 2 business days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Stanhope, M., & Lancaster, J. (2018). *Foundations for population health in community/public health nursing* (5th ed.). St. Louis, MO: Elsevier.

Online resources and articles as directed

Previous and current nursing course textbooks

Optional Texts and/or Materials: Online resources and articles as directed

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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

Class

By the end of the course, the student will be able to:

1. Distinguish between public health, rural health, community health and community-based nursing practice (AACN Essential VII).
2. Describe the historical development of public health, public and community health nursing, and the transformation of the health care system domestically and globally (AACN Essential VII).
3. Compare and contrast ethical theories and principles inherent in the core functions of community-oriented nursing practice (AACN Essentials I & VII).
4. Describe laws and functions of government that affect community-oriented nursing practice, health policy and health care delivery (AACN Essentials V & VII).
5. Explain the epidemiological approach to understanding disease and identifying the causes of disease (AACN Essential VII).
6. Explain the relationship between the environment and human health and disease (AACN Essential VII).
7. Analyze the relationship between primary health care, health promotion, and disease prevention (AACN Essential VII).
8. Identify methods to assess the health risks of individuals, families, aggregates, communities and cities (AACN Essential VII).
9. Identify community resources integral to community health objectives (AACN Essential VII).
10. Analyze the relationship of evidence-based practice to community-oriented nursing practice (AACN Essentials III & VII).
11. Describe community-oriented approaches to family health risk reduction (AACN Essential VII).
12. Apply primary, secondary, and tertiary prevention strategies to family and community-focused mental health problems (AACN Essential VII).
13. Identify social and cultural barriers to accessing the health care system for population groups, locally, nationally and globally (AACN Essentials I & VII & IX).
14. Identify how community organizations (voluntary, governmental, business, labor, and faith based) collaborate, prepare for, and respond to disasters and bioterrorism (AACN Essentials II & VII & IX).
15. Incorporate effective communication techniques, including negotiation and

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conflict resolution to produce positive professional working relationships (AACN Essential VI).

Clinical

By the end of the course, the student will be able to:

1. Apply the nursing process in the community-oriented care of selected families, groups and communities (AACN Essentials VII & IX).
2. Use the epidemiological method to identify the health status of the population (AACN Essential VII).
3. Use a social science theoretical framework to assess the physical, developmental, environmental, psychosocial, and spiritual influences on the family within the community (AACN Essentials I & VII).
4. Assess behavioral patterns, needs, coping patterns, and resources of the client/family system (AACN Essentials VII & IX).
5. Identify actual and potential risk factors affecting the family/communities (AACN Essential VII).
6. Employ diagnostic criteria for early detection of health problems (AACN Essential VII).
7. Collaborate with clients in planning care incorporating sociocultural and ethnic beliefs and values to define and prioritize problems (AACN Essential VII).
8. Demonstrate responsibility for independent professional judgements and behavior (AACN Essential VIII).
9. Establish effective communication with individuals, families, groups, and communities to promote optimum well-being (AACN Essential VIII).
10. Assist the client to use primary, secondary, or tertiary methods of intervention (AACN Essential VII).
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 (AACN Essentials II & VII & IX).
12. Implement a health teaching plan appropriate to the learner (AACN Essentials VII & IX).
13. Make decisions to modify, renegotiate, or terminate nursing activities in collaboration with client and family (AACN Essentials VII & IX).
14. Describe one's role and participation in emergency preparedness and disaster response with an awareness of environmental factors and the risks they pose to self and patients (AACN Essential IX).

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system, using Microsoft Word and PowerPoint.

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Instructional Methods

This is a blended course requiring students to complete reading assignments, online activities and independent study to be successful. 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 assignments. 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

- Logging into the course website daily during the week
- **Checking emails at least daily**
- Updating semester calendar with communicated changes
- At least three hours of weekly study
- Attendance at all class meetings, clinicals, seminars and simulations
- Review of examinations.

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 = Below 60

Class Pre-Work & Participation (7)	49% (7% each)
Hometown Paper	15%
Community Assessment Paper	30%
Peer evaluation	6%
Clinical	Pass/Fail
Total	100%

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

Successful completion of the required assignments will enable the student to meet the student learning outcomes.

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For clinical courses:

The clinical component is PASS/FAIL and must be passed in order to pass the course. To receive a passing grade in clinical you must achieve 75% or better on each of the clinical assignments and receive a satisfactory clinical evaluation. You may redo any assignments one time that are less than 75% but 75% is the maximum grade you will receive for the redone assignment.

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

You must also adhere to the expected clinical behaviors. Any instance of violation of any of the objectives listed in the Student Performance and Behaviors Evaluation Form may result in clinical suspension, receipt of a Student Performance and Behaviors Evaluation form, failure of clinical, failure of the course, and/or removal from the nursing program. See Student Guide for more information.

Late Submissions:

It is expected that you will submit all class and clinical assignments on time. If you need an extension, it should be requested before the due date/time 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.

Multiple instances of late clinical assignments will result in receipt of a Student Performance and Behaviors Evaluation Form and, possibly, failure of clinical/course.

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.

Group Work:

All members of the group will receive the same grade on any group work. 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. It is expected that the group will make the attempt to resolve the situation within the group before instructor intervention.

Class Assessments

Types of Assessments and Purpose of Each: There is a variety of assignments for this class to accommodate different learning styles.

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Any research article used for any assessment in this course must be recent-within the past five years.

1. Class Pre-work and Participation 49% (7% each) varies

Students will be required to complete assigned pre-work (available on D2L) and submit on D2L by 2359, the day before the class. 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 discussion. **If pre-work is not completed or submitted and/or the student is not in class (without prior arrangement), the student will receive a zero for that assessment** (Class Learning Outcomes #1-6 & 11-14).

2. Hometown Paper 15% 3/27

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 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. The paper is to be submitted by 2359, March 27th on D2L. The rubric can be found on D2L (Class Learning Outcomes #9 & 13).

3. Community Assessment Paper 30% 4/10

This project is a 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. The paper is due on April 10th by 2359 on D2L. Only the group leader for the assessment is to submit the paper. Rubric for the assessment can be found on D2L. You will receive your paper back before the oral presentations so you can incorporate any changes into your final product (Class Learning Outcomes #7-13).

4. Group Member Participation Evaluation 6% 4/28 or 4/30

Each student will be evaluated by all members of their group as to participation in group meetings, group discussions, and completing assignments. Your assessment of the other members of your group will be turned in at the time of your Community

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Assessment Presentation to your clinical instructor. The rubric on D2L. These scores will be averaged for the individual grade (Class Learning Outcome #15).

Clinical Assessments

Types of Assessments and Purpose of Each: There is a variety of assignments for this clinical to accommodate different learning styles.

Clinical is the application of the theoretical component into the practice area. Clinical is comprised of community experiences, simulations, and group project work/presentations. Students are required to accumulate a **minimum** of 135 hours of clinical time throughout the semester which will be recorded on the Clinical Log (see below).

Experiences will occur at various clinics and agencies, such as of the Carevide Clinics, Public Health Clinics, Home Health Agencies, Veterans Administration Outpatient Clinics, Water Treatment Plant, Health Fairs and School Districts.

Students must wear uniform and ID badge 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.

All outpatient clinics run 0800-1700 (arrive by 0745). If they have extended hours you can stay if you want or leave at 1700. If the clinic is done and they are leaving early, you must contact your clinical instructor and receive a response **BEFORE** leaving. Remember the first time you contact any instructor identify yourself in the text. If you do not receive a response to your text after 15 minutes, text the course coordinator. If you are relocated to another site during your clinical day, notify your instructor via text as soon as you know the new location with the time that you will start at the new site. Faculty will be visiting and should never be unable to locate you at the clinical experience.

The student's individual skills checklist must be brought to every clinical experience. The nurses with whom you are working will ask to see it to document your ability to perform skills in the clinical area. They may sign off on any skills that you perform.

Students who must miss clinical for any reason should notify their clinical faculty and assigned nursing unit (contact numbers are in the clinical site list) **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 that day have not met student performance and behavior standards and action may occur based on the policy. Any missed clinical day/time will have to be made up by the end of the semester.

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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 the syllabus, you are expected to come to clinical with the objectives you need to meet that day in mind. All assessments for clinical are turned in on your D2L lab course.

For any clinical experience, students are NOT to ride in the vehicles of any facility staff nor are they to provide a ride to any facility staff.

1. Clinical Logs credit/no credit due 2359 every Friday

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 assignment folder is in your lab section D2L course.

All clinical hours at a facility/site and all interviews need to be signed by the individual at the facility/site or the one being interviewed on the log. If a clinical instructor is with you for the entire time at the clinical experience (such as water treatment tour) you do not need a signature for that experience. Lunch is NOT counted in the clinical hours. For example, you are at the facility from 0800-1700 and lunch is 30 minutes. The log would indicate the hours of 0800-1700 and the time of 8.5 hours. For each entry, indicate the clinical outcomes(s) you have met with the activity.

Log submissions start January 24, 2020 and end May 1, 2020. Logs must be submitted every week **even if you do not have any clinical hours to add** and will be submitted on D2L. Each week you will be adding to your previous logs and keeping a cumulative total of your hours. Do not retype the rubric. Download the document and complete it; then upload the completed document. 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. The log form is in your lab course on D2L.

Be sure that your clinical hours are documented correctly (check your math). If the hours are reported inaccurately, this is falsification of documentation and is a violation of the student performance and behaviors policy (Clinical Learning Outcomes #8-9).

2. Community Health Clinics & Journal varies

Students will have a minimum of three (3) days in community health clinics. Students are not required to contact the facilities prior to their clinical day. Students will be observing in multiple clinics managed by Carevide, which serves Hunt, Fannin, Delta, and Kaufman counties, as well as the Veterans Administration Outpatient Clinic in Bonham. A journal will be written after the student has completed their last clinic rotation

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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 evidence-based research article with discussion. The article is to be submitted with the journal. This journal will be 2-3 pages in APA format, not including title and reference pages, which are required. The student will submit the journal on D2L by 2359 the day after the last community health clinic day. Use the Community Clinics Journal Grading Rubric as your guide (Clinical Learning Outcomes #3, 8-10 & 13).

3. Home Health Clinical Days & Journal varies

Students will be assigned two (2) days with Home Health agencies based in Greenville. Before attending the first clinical day, read Chapter 30 of the textbook to learn more about home health nursing. After completion of the second home health clinical day, students will complete a 2-3-page journal in APA format, not including title and reference pages, which are required, to be turned in on D2L by 2359, the day following the second home health clinical day.

For Hunt Regional Home Health Clinical, students are required to call the agency by 1500, the business day (M-F) prior to your clinical (this means if clinical is on Monday, call Friday). The agency will give you a time to meet the RN when you call or they will call you back, so make sure to provide your phone number.

For Elara Caring Home Health Clinical, students are required to call the agency from 1500-1600, the business day (M-F) prior to your clinical (this means if clinical is on Monday, call Friday). The agency will give you a time to meet the RN when you call or they will call you back, so make sure to provide your phone number.

Many times with home health, you are done prior to 1700, so make sure to text your clinical instructor and get a reply before leaving.

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 their duties should be included. Also, the student will present the population served and discuss the various diagnoses observed during this experience. Any comments provided by the client and family as to how the diagnosis and utilization of Home Health services has impacted their life should be included. Students will describe one example of how they can use the knowledge obtained at this site in their future nursing practice/career. Students will also discuss and cite at least one (1) evidence 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

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observed during this clinical experience. Use the Home Health Journal Grading Rubric as your guide (Clinical Learning Outcomes #3-4, 8-10 & 13).

4. Public Health Clinics & Journal **varies**

Students will attend three (3) different public health clinics during the semester. Before attending the first clinical day, read Chapter 15 of the textbook to learn more about public health nursing. After completion of the third clinical day, students will complete and submit a 2-3 page journal in APA format, not including title or reference pages, which are required, on D2L by 2359 the day after their third day at the public health clinics.

Students will provide a brief description of the clinical experience and compare 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 one (1) evidence-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 (Clinical Learning Outcomes #2-3, 8-10 & 13).

5. School Nurse Day & Paper **varies**

Students will attend one (1) day at a school in a local ISD during the semester. Before attending the school day, read Chapter 31 of the textbook to learn more about school nursing. After completion, the student will complete and submit a 1-2-page paper in APA format, not including title or reference pages, which are required, on D2L by 2359 the day after their school nurse day. Discuss in the paper the activities the school nurse completed during the day, what health promotion/prevention activities the school nurse is involved in, especially related to suicide prevention and how the experience can assist you in your nursing career. See the rubric on D2L (Clinical Learning Outcomes #8-10, 13).

6. Clinical Experience Discussion Board **4/24**

Throughout the course of the semester, students will post one (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

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board will be moderated by the clinical faculty. The students must meet the required postings by 2359, April 24th (Clinical Learning Outcomes #4 & 8).

7. Health Fairs

3/31

a. You are assigned to a health fair group. As a group, you will choose a group leader. Before starting this assessment, read Chapter 11 of the textbook to learn more about health fairs. Each group will review the Healthy People 2020 objectives for young 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 (for all the groups) will submit all topics and a list of group leaders to Dr. Tenhunen via email by February 28, 2020. An outline of the content you will be presenting must be uploaded to your D2L clinical course by the individual group leader by March 20, 2020 at 2359. The health fair will take place on Tuesday, March 31st from 1100-1300 in Rayburn Student Center (RSC). Students are responsible for booking space, tables, equipment, etc. at RSC. For the health fair, you will need to be in uniform with your name badge. The poster (if your group chooses to do one) for the health fair should be a tri-fold poster. See rubrics for the outline and health fair on D2L.

b. During the semester, some students will be assigned to do health screenings (BP, glucose, vision, BMI, etc.) at the health fair on campus done by the public health students (April 7th). You will need to wear your uniform and ID badge. Equipment for this assignment can be checked out from Mr. Green.

c. There may also be an opportunity for students to do health screenings at a health fair sponsored by Hunt Regional. If this opportunity occurs, students will be asked to volunteer to attend. If there are not enough volunteers, students will be assigned to provide the minimum number of volunteers (Clinical Learning Outcomes #7-10 & 13).

8. Poverty Simulation

3/2

You will be participating in a Poverty Simulation on Monday, March 2nd. 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 RSC. You will be provided the exact location in the RSC prior to the simulation day. Wear regular clothes and the only equipment you need to bring is a pen. After the simulation you are to complete a reflection journal (see rubric on D2L) discussing your experience and specific ways you can use the information in your practice (Clinical Learning Outcomes #3-4 & 8).

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9. Disaster Drill

3/2 & 4/6

You will be participating in a Disaster Drill Tabletop Simulation in the nursing building on Monday, March 2nd from 0900-1100. 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 6th. 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. You will need to complete the Disaster Drill paper (rubric on D2L) and submit on D2L by 2359, 4/6 (Clinical Learning Outcomes #1, 5, 8 & 14).

10. Water Treatment Tour

3/17, 3/24, 3/31, or 4/7

All students will participate in a tour of the Greenville Water Treatment Plant with a clinical instructor and other students in the class. Pre-work for the experience is posted on D2L. This pre-work is to be handed to the instructor at the start of the tour (Clinical Learning Outcomes #3 & 8).

The times for the tours are listed below:

3/17	13-1500
3/24	13-1500
3/31	14-1600
4/7	13-1500

11. Community Assessment Presentation

4/28 or 4/30

Each student is expected to participate in a community health assessment project for your assigned city as indicated. The assessment is a group project which results in both a written group paper (part of the class grade) and a group presentation (part of the clinical grade). The components of a Community Assessment are provided in your textbook Chapter 12 for your project.

The Community Assessment presentation rubric is provided for you as a guide. The group presentation will be made on April 28th or 30th as indicated below. Students will turn in a copy of their Power Point Presentations to each faculty member (6 faculty) prior to the beginning of the presentation. You will be presenting the Community Assessment to faculty, junior nursing students, and other interested parties. All faculty will grade the presentations.

Students should gather data by interviewing at least ten (10) key individuals in the community, such as health care providers, religious leaders, educators

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(teachers/principals), elected officials (mayor and city council members), fire fighters, EMT/Paramedics, police, business owners, and at least ten (10) local residents who do not meet the above criteria for a key community individual in order to prepare the assessment. You do not have to wear your uniform and ID badge 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 assess and rubrics can be found under community assessment in D2L.

For the presentation, dress professionally. Be conscious of your posture, gestures and facial expressions. This presentation is an academic, science-based report, make it sound authoritative as senior BSN students of the profession (Clinical Learning Outcomes #1-2, 5-9, & 11-12).

Tuesday, April 28 08-1100 BA 109
Rockwall Sherman Kaufman

Thursday, April 30 08-1100 BA 109
Quinlan Caddo Mills Leonard

12. Clinical Evaluation end of semester

You will be evaluated by your clinical instructor at the end of the semester. The overall evaluation of your clinical performance must be satisfactory. You must pass the clinical evaluation to pass the course regardless of the rest of your clinical grade.

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 (Clinical Learning Outcomes #1-14).

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

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YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

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

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. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

It is expected that you will check your eCollege course and email at least **DAILY** for communication from the instructor. A response will occur within two (2) business days.

Communication between faculty and students is primary and 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.

It is expected that assignments will be graded and returned to the student within two (2) weeks of submission.

Email is preferred as the standard form of communication in this class. Please keep phone calls to a minimum. I expect your emails to be professionally prepared. For example:

Dear Professor/Dr. Lancaster,
Hello, Greetings, Good Morning/Afternoon, etc.
Your message

The syllabus/schedule are subject to change.

Sincerely, Thank you, Regards, etc

Your full name

Remember to professionally compose your e-mail proper grammar, spelling, and a professional tone. Properly addressed and signed e-mails will be replied to within 48 hours during business hours. If a face-to-face conference is required between the student and the instructor in the instructor's office, an appointment must be made several days in advance by the student.

Nursing Student Guide

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

The Board of Nursing requires applicants, students throughout the program, graduates and licensure renewals to answer questions as to their ability to be admitted to a nursing program, sit for the NCLEX-RN exam or be re-licensed. You are responsible for checking those questions to be sure you are still in compliance. Keep in mind that your fingerprints are on file with the BON so if you should ever be arrested, they would be notified. You should notify them proactively. The link is as follows: http://www.bon.texas.gov>licensure_eligibility

It is the student's responsibility to review and understand the policies and procedures provided in the student guidebook as all students are held to the statutes and policies therein.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

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).
<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:
<https://www.britannica.com/topic/netiquette>

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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>

Students with Disabilities-- ADA Statement

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/>

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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 Specific 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 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 would be covered in class. Students are expected to come to class prepared.

The syllabus/schedule are subject to change.

CLINICAL EXPERIENCE:

1. Clinical attendance is mandatory. Refer to the BSN Student Guide for clinical attendance policy information. Violation of the clinical attendance policy may result in the student receiving a Student Performance and Behaviors Evaluation Form and may lead to failure of the clinical portion of the course.
2. Immunizations, CPR, and TB status must be current for students to be able to attend clinical experience at the assigned clinical location. Suspension from clinical for failure to maintain required immunizations will be considered an absence.
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 completed on time and submitted to the clinical instructor as directed. No exceptions without prior permission from the instructor.

COURSE OUTLINE / CALENDAR

Week # Monday Date	Content	Reading/Assignments
1 1/13	Orientation-MT, CM, JA, JK, MG, AC Perspectives in Health Care Delivery & Nursing-MT	Class 1/14 Chapters 1-3 Pre-work due 2359, 1/13
2 1/20	Environment, Government and Economic Influences-MT	Chapters 6-8
3 1/27	Community Assessment-CM	Class 1/28 08-1000 Chapter 12 Pre-work due 2359, 1/27
4 2/3	Violence and Abuse-CM	Chapter 25
5 2/10	Poverty, Homelessness, Alcohol & Tobacco-MG	Class 2/11 08-1000 Chapters 23-24 Pre-work due 2359, 2/10
6 2/17	Family Health Care and Assessment-MG	Chapters 18-20
7 2/24	Pesticides-JA	Class 2/27 08-1000 http://npic.orst.edu/ Reporting pesticide exposure pdf Pre-Work due 2359, 2/26
8 3/2	Rural and Migrant Health-JA	Chapter 22
9 3/9	SPRING BREAK	
10 3/16	Disaster Preparedness-JA	Class 3/17 08-1000 Chapter 14 Pre-Work due 2359, 3/16

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11 3/23	HIV, Hepatitis, TB, STI-JA	Chapter 27 Hometown Paper due 2359, 3/27
12 3/30	Epidemiological Applications-MG NCLEX-RN Information-MT	Class 3/31 10-1030 Chapter 9 Pre-Work due 2359 3/30
13 4/6	Vulnerability and Vulnerable Populations-MG	Chapter 21 Community Assessment Papers due 2359, 4/10
14 4/13	Infectious Disease Prevention-AC	Class 4/14 08-1000 Chapter 26 Pre-Work due 2359, 4/13
15 4/20	Nursing Practice in the Community-AC	Chapter 28, 29, 32
16 4/27		
17 5/4	Finals Week	

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