NURS 4660 01B RURAL AND COMMUNITY HEALTH NURSING
Course Syllabus
Spring 2022

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Preferred Form of Communication for all Instructors: Email
Communication Response Time: 2 business days

Course Information

Materials – Textbooks, Readings, Supplementary Readings

Required Textbook:

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

Online resources/articles as directed

Recommended Textbook:

American Psychological Association (2020). *Publication manual of American Psychological Association* (7th ed.). American Psychological Association. https:doi.org/10.1037/0000165-000

Optional:

Purdue OWL (Online Writing Lab): http://owl.english.purdue.edu/owl/resource/560/01/

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. Examine the development and role of public health, rural health, community health and community based nursing, and the transformation of the health care system domestically and globally (AACN Essentials Domains 1, 6, 7).

2. Discuss ethical theories and principles, laws and government regulations inherent in the core functions of community-oriented nursing practice (AACN Essentials Domains 1, 2, 3, 9).

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3. Explore the relationships between the epidemiological approach and levels of prevention to understanding and identifying the causes of disease, the environment and human health and disease, (AACN Essentials Domains 1, 2, 3, 5).

4. Identify the impact of primary health care, health promotion and disease prevention, and community resources on the health needs of individuals, families, aggregates, communities and cities (AACN Essentials Domains 1, 2, 3, 5, 9).

5. Analyze the relationship of social determinants of health and evidence-based practice principles to community-oriented nursing practice locally, nationally and globally (AACN Essentials Domains 1, 2, 3, 4, 9).

6. Identify how role of the nurse working with community organizations (voluntary, governmental, business, labor, and faith based) collaborate, prepare for, and respond to disasters and bioterrorism (AACN Essentials Domains 1, 2, 3, 6, 7, 9).

7. Discuss the role of effective communication techniques, including negotiation and conflict resolution, and team work to produce positive professional working relationships (AACN Essentials Domains 1, 6, 9).

8. Apply aspects of population genetics to explain genetic variation in human populations (AACN Essentials Domains 1, 2, 3).

Student Learning Outcomes (Clinical)

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

1. Apply the nursing process incorporating socio-cultural and ethnic values and evidence-based practice in the community-oriented care of selected families, groups and communities (AACN Essentials Domains 1, 2, 3, 4).

2. Use the epidemiological method to identify the health status of the population and plan care addressing the appropriate level of prevention (AACN Essentials Domains 1, 2, 3, 4).

3. Use a social science theoretical framework to assess the physical, developmental, environmental, psychosocial, and spiritual influences to identify actual and potential risk factors and resources for families and groups/populations within the community (AACN Essentials Domains 1, 2, 3, 4, 5, 9).

4. Demonstrate responsibility for independent professional judgements and behavior (AACN Essentials Domains 1, 9, 10).

5. Establish effective communication with individuals, families, groups, communities and other health care professionals to promote optimum well-being (AACN Essentials Domains 1, 6, 9).

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6. Describe the nurse's role and participation in community based care, including emergency preparedness and disaster response, with an awareness of environmental factors and the risks they pose self and patients (AACN Essentials Domains 1, 2, 3, 5, 9).

COURSE REQUIREMENTS

Minimal Technical Skills Needed:
Using the learning management system, using Microsoft Word and PowerPoint.

Classroom 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.

Clinical Instructional Methods

Clinical experiences will occur at the following clinics, agencies and/or facilities:

Community Health Clinics (Carevide) : Students will be scheduled for two (2) to three (3) days in clinics managed by Carevide (which serve Hunt, Fannin, Delta, and Kaufman counties in Texas).

Public Health Clinics: Students will attend two (2) days at public health clinics (City of Garland, Texas Public Health Clinic and Hunt County Health Department located in Greenville, Texas) during the semester.

Home Health: Students will be assigned one to two days with a Home Health agency based in Greenville, Texas (Hunt Regional Home Health or Elara Home Health).

Specialty Clinics/Areas: Students will be assigned one to two days at a specialty care clinic/area at Hunt Regional in Greenville, Texas. These may include the Wound Care Clinic, Diabetes Management, Chronic Care Management, Population Health, Employee Health, Infusion Clinic, or others.

School Health: Students will be assigned one day to work with a school nurse based in Royce City, Texas or Cooper, Texas).

Veteran's Health: Students may be assigned one to three days to work in Veteran's Health areas (clinic, home based primary care, and/or occupational health) in Bonham, Texas.

Health Fair (Health Promotion Poster Presentation): Students will work as a group to prepare a poster presentation and handout to be used to teach about a health promotion topic for an in-person student led health fair to be held at the Rayburn Student Center.

Poverty Simulation: Students will participate in a poverty simulation designed to help participants understand what it might be like to live in a typical low-income family trying to survive from month to month. The simulation will last three to four hours and includes an introduction, briefing, simulation exercise, and a debriefing period in which participants share their feelings/experiences about what they have learned about the lives of people in poverty. Students will receive approximately six to eight hours clinical (simulated) time for participation (actual time spent will be doubled for the simulated experience). Clinical uniforms are not required. The simulation will be held at the Rayburn Student Center.

Disaster Simulation: Students will participate in a Disaster Drill Stimulation designed to help participants understand disaster preparedness and disaster response.. The actual simulation will last three to six hours and the actual time spent will be doubled for the simulated experience. Clinical uniforms may or may not be required depending on the assigned student role. The simulation will be held in the Simulation Hospital and Simulation Labs.

Virtual Clinical (Swift River): Students will participate in virtual clinical sessions through Swift River Virtual Clinical, an online platform where students can practice skills in delegating, prioritizing care, performing medication administration, and more. Students should receive at least 14-16 hours of clinical (simulated) time for activities over the course of the semester.

Community Assessment: Students will participate in a small group that will explore a small city/town in the northeast Texas area and perform a comprehensive community assessment.

Homeless Recovery Center: Students may spend one day at a homeless recovery center in the Dallas, Texas area.

GRADING

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

A = 90-100
B = 80-89
C = 75-79
D = 60-74
F = Below 60

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

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Students must also achieve an overall average of 75% on all written exams to pass the course. Written exams include Exam I, Exam II, the Comprehensive Final Exam, and the ATI Proctored Exam. Two ATI Practice Exams will also be given but are not included in the overall exam average.

The ATI Proctored Exam **must be passed** at the predetermined benchmark score (Proficiency Level 2/ATI Recommended Cut Score) for the student to take the Standardized Exit Examination in the final semester.

Clinical: To receive a passing grade in the clinical component of this course, students must achieve 75% or better on each of the clinical assignments, achieve a passing completion on weekly logs, complete the required number of clinical hours (135), and receive a satisfactory clinical evaluation. Students may redo any clinical assignments one time that are less than 75%, but 75% is the maximum grade to be received for the re-done assignment.

Note: If the student fails the clinical component, the entire course must be repeated.

Successful completion of the required assignments listed below will enable the student to meet course and clinical student learning outcomes.

COURSE AND CLINICAL EVALUATION METHODS

Course (Class) Evaluation Methods	
Class Pre-Work (14 weeks @ 2% each)	**28%**
Class Assignments (5 @ 2% each)	**10%**
Hometown Community Health Resource Paper	**10%**
Community Assessment Paper (Group Project)	**10%**
Group Member Participation Evaluation	**5%**
Exam I	**10%**
Exam II	**10%**
Comprehensive Final Exam	**12%**
ATI Subject Examination Total Score	**5%**
Total	**100%**

Clinical Evaluation Methods*	
Clinical Logs (Weekly)	
Community Health Clinic Journal	
Home Health Journal	
Public Health Clinic Journal	**Pass/Fail (75% required on each to pass)**
School Nurse Journal	
Health Fair (Health Promotion Poster and Handout Presentation) (Group)	
Poverty Simulation Journal	
Disaster Drill Simulation Journal	

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| Community Assessment Presentation (Group) | |
| Virtual Clinical Experiences (Swift River) | |

*Alternative clinical assignments may be added/substituted in response to the impact of COVID-19 in the area during the course of the semester.

Student Responsibilities or Tips for Success in the Course/Clinical:
- 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

Late Submissions:
It is expected that students will submit all class and clinical assignments on time. If an extension is needed, 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 format. **No other formats will be accepted (JPEG, GIF, PDF, 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 an assigned group if the other students in the group come to the Course Coordinator and report that a student is not doing a fair share of the work. If this issue occurs, the Coordinator will notify the student in writing. The student will then be responsible for completing the assignment solely. It is expected that the group will make the attempt to resolve the situation within the group before coming to the Course Coordinator for intervention.

Assessments (Class)

The due dates for all course (class) assessments are noted on the Course Calendar. Assessments are to be submitted to D2L. The rubrics for assessments are located within this Course Syllabus.

Pre-work (14 submissions):
The purpose of these assignments is for students to critically examine content provided in course assigned readings. Students will be required to complete assigned pre-work (available on D2L) and submit to D2L by 1300 the afternoon of the face-to-face class. Each student should be prepared to participate in presenting information to their peers for classroom discussion**.** These assignments address Class Student Learning Outcomes #1-8.

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Assignments (5 submissions):
The purpose of these assignments is for students to critically review content provided in class meetings and course assigned readings. Students should complete these assignments after class content is reviewed and assigned chapter readings have been completed. Submission should be made via the course D2L by the Friday following class. These assignments address Class Student Learning Outcomes #1-8).

Hometown Community Health Resource Paper:
The purpose of this assignment is for the student to analyze the benefits and disadvantages of one (1) community health resource located in the student's hometown. Students will locate the resource (this resource should not be a private physician office), call or email the individual in charge (owner, manager, etc.), and request to schedule an interview with the owner/manager. The student will complete the interview in-person in uniform. If a face-to-face interview is not allowed due to COVID-19, the interview maybe conducted via zoom or by phone. During the interview, the student should obtain information regarding the resource, including the mission/vision, services offered, population served, funding sources, and outcomes measured. Students from locations where no resources are available should discuss options with faculty. Since more than one student may live in some cities/hometowns, these students should communicate with each other in advance to ensure that the interview is not conducted at the same location. After the interview, students will write a four page paper in APA format (including title and reference page) including the name, address, and website of the resource. Students should use the Hometown Community Health Resource Paper Grading Rubric as a guide for completion of the assignment. This assignment addresses Class Student Learning Outcomes #1, 4, 5, and 7.

Community Assessment Paper:
The purpose of this assignment is for students to work as a group to provide a comprehensive report reflecting theoretical study and practical analysis of the health of a designated community population. Students should refer to Stanhope and Lancaster, Chapter 12 for the theoretical framework for the Community Assessment.

Students should gather data by conducting informant interviews of at least ten (10) key individuals in the community (health care providers, religious leaders, educators/teachers and principals, elected officials such as the mayor and city council members, fire fighters, EMT/Paramedics, police, and business owners) and at least ten (10) local residents who do not meet the above criteria for key community individuals. Students do not need to wear the uniform, but the student ID badge should be available, in case of concerns, for these interviews. In addition, students should conduct a windshield survey and observe a variety of community members in various locations.

Group and city assignments will be discussed the first day of class and posted in the course. Students should come prepared to sit in these groups for group work/class discussion from the first day on.   Only the group leader for the assessment is to submit the paper. Groups will receive a grade on the paper prior to the oral presentations, so that suggested changes can be incorporated into the final product. Students should use the Community Assessment Paper Grading Rubric as a

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guide for completion of the assignment. This assignment addresses Class Student Learning Outcomes #1, 2, 3, 4, 5, and 7).

Group Member Participation Evaluation:
The purpose of this assignment is for students to recognize the importance of their individual contributions to the development of teamwork and professional relationships. Students will receive peer feedback as to participation in group meetings, discussions, and assignments related to the Community Assessment and Health Fair projects. This assessment will be submitted at the time of the Community Assessment Presentation. Each student will be assigned a leveled grade based upon the average of each student's individual scores (i.e., scores received from peers) as follows:

Average Score	Level	Percent Score Earned
1.00-1.99	1	60%
2.00-2.99	2	70%
3.00-3.99	3	80%
4.00-4.99	4	90%
5.00-5.99	5	100%

The percent score earned will then count 5% of the overall course grade. Students should use the Group Member Participation Evaluation Form as a guide for completion of the assignment. This assignment addresses Class Student Learning Outcome #5.

Exams:
Three (3) instructor developed exams are scheduled for the course. The third exam is a comprehensive final exam. An ATI Proctored Exam is also scheduled., The instructor-prepared exams and the ATI Proctored Exams are taken online in class and are timed.

*Note: Students must achieve an overall average of 75% on all written exams (Exam 1, Exam II, Comprehensive Final Exam, and ATI Proctored Exam) to pass this course.

The ATI Proctored Exam must be passed at the predetermined benchmark score (Proficiency Level 2/ATI Recommended Cut Score) for the student to take the Standardized Exit Examination in the final semester.

Students are responsible for making appointments with faculty to review exams or to discuss failing grades. The window for instructor developed exam review is open until the date of the next exam. See the course schedule for the date, time, and content of each exam.

ATI Subject Examination Total Score (Assessments, Remediation, and Proctored Exam):
The procedure for the ATI Assessments and Proctored Exam follows the *BSN Standardized Assessment Examination Policy.* The table below describes how points for the ATI Subject Examination Total Score for the course will be calculated:

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Activity	Points Possible	Points Earned
Complete Practice Assessment A	15	
Complete Remediation Practice Assessment A	10	
Complete Practice Assessment B (if not available, Practice A points may be doubled).	15	
Complete Remediation Practice Assessment B	10	
Complete Proctored Exam	**Level 3** = 30 **Level 2** = 20 **Level 1** = 10 **Below Level 1**= 0	
Complete Remediation	20	
Proctored Exam Retake	**Level 3** - Exempt from Retake **Level 2** -Retake Optional (5 add points if achieve Level 3) **Level 1** - Retake Required (10 additional points if achieve Lev 2 or 3) **Below Level 1** - Retake Required (10 additional points if achieve Lev 2 or 3)	
Total Score	100	

ATI Practice Assessments A and B are taken away from class and on the student's own time by the due date on the course calendar. The ATI Proctored Exam is taken online in class on the due date on the course calendar.

Assessments (Clinical)

Clinical Logs:
The purpose of these assignments is to document weekly clinical hours. The log should include hours spent at assigned facilities as well as and the hours spent on the group assignments such as researching, group meetings, interviews, etc. Hours reflected on the log need to be signature verified by individuals at the facilities or by those being interviewed, so a copy of the Log should be available for all clinical assignments. Lunch is not counted in the clinical hours. For example, the student is at the facility from 0800-1700 and lunch is 30 minutes, the log would indicate the hours of 0800-1700 and a time of 8.5 hours. For each entry, indicate the clinical outcomes(s) you have met with the activity by number, and an evaluation and analysis of your clinical experiences. One (1) hour of clinical time is already added in advance on the first log for the completion of the Carevide requirements. Twenty-five (25) hours is already added for each student in advance on

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the first log for participation/preparation in the Community Assessment Presentation (no other hours should be added later for these activities). One additional hour of clinical time may be logged on any week where the student completes and submits a journal or reflection related to the clinical experience. **Logs must be submitted every week even if there are no clinical hours to add for the week.** Each week the student should be adding hours to the previous log and keeping a **cumulative** total of hours. Download the blank document weekly and complete it (indicating the cumulative total hours to date) ; then upload the updated document each week. 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 (Clinical Student Learning Outcomes #1-6).

Hometown Paper Interview: While the Hometown Paper contributes to the course grade, students may allocate one (1) hour on the clinical log to accommodate the time required for the interview (Clinical Student Learning Outcomes #4-5).

Community Health Clinics Journal:
The purpose of this assignment is for students to reflect on their experiences at the community health clinics after completion of the last clinic day. The journal should be 4-5 pages in length and in APA format, including title and reference pages. Students should submit the journal by 2359 the day after the last community health clinic day and use the Clinical Site Journal Grading Rubric as a guide (Clinical Student Learning Outcomes #1-6).

Home Health Journal:
The purpose of this assignment is for students to examine the role of the Home Health Nurse in relation to the care of client, family, and community. After completion of the home health clinical day, students will complete a 4-5 page journal in APA format (including title and reference pages) to be turned in by 2359 the day following the home health clinical day. Students should use the Clinical Site Journal Grading Rubric as a guide (Clinical Student Learning Outcomes #1-6).

Public Health Clinics Journal:
The purpose of this assignment is for students to reflect on their experiences at the public health nursing sites. After completion of the second clinical day, students will complete and submit a 4-5 page journal in APA format (including title and reference pages) by 2359 the day after the second day at the public health clinics. Students should use the Clinical Site Journal Grading Rubric as a guide (Clinical Student Learning Outcomes #1-6).

School Nurse Day Journal:
The purpose of this assignment is for students to gain knowledge regarding the role of the school nurse. After completion of the school nurse day, students will complete and submit a 4-5 page journal in APA format (including title and reference pages) by 2359 the day following the assigned clinical day. Students should use the Clinical Site Journal Grading Rubric as a guide (Clinical Student Learning Outcomes #1-6).

Swift River Virtual Clinical Days and Swift River Math Practice:
The purpose of these assignments are for you to experience a clinical environment where you will

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be able to practice nursing skills such as prioritization, med pass, and math calculation. Students should log into the virtual clinical system by going to: https://learn.swiftriveronline.com and then to the area designated for Community Health. Students will log simulated clinical hours earned in the Clinical Log. Virtual activities will include bi-weekly math practice as assigned, as well as one (1) to two (2) virtual clinical days that will include a review of one to two case studies, creation of pathology maps, formulation of a nursing diagnosis, and care planning. A minimum grade of 75% is required on all activities. Time spent in the Swift River software is automatically calculated, but any weekly time spent should be logged on the clinical log as well (Clinical Student Learning Outcomes #1-6).

Health Fair (Health Promotion Poster Presentation with Handout):
The purpose of this assignment is work as a group to create a tri-fold poster and a handout to be used to teach young adults about a health promotion topic at a health fair to be held at the Rayburn Student Center. Each group will review the Healthy People 2030 Objectives for young adults and select a topic to present at the health fair, as well as an alternate topic. Each group will also select a group leader. Group leaders will submit their group's topic and an alternate topic for approval prior to creating their 'poster" to make sure there is no duplication of topics. Students should use the Health Fair Grading Rubric as a guide for preparation of the poster and handout. Clinical faculty will attend the Health Fair and grade these activities. Scores of individual faculty will be averaged to determine each group's presentation and handout overall score. Students should wear the clinical uniform with name badge (Clinical Student Learning Outcomes #1-6).

Poverty Simulation Reflection Journal
The purpose of this assignment is for students to reflect on their experiences in the poverty simulation and to identify specific ways to use the information gained in future practice. Students should use the Simulation Reflection Journal Grading Rubric as a guide and submit the journal by the Friday following the simulation by 2359 (Clinical Student Learning Outcomes #1-6).

Disaster Drill Simulation Reflection Journal
The purpose of this assignment is for students to reflect on their experiences in the disaster simulation and identify specific ways to use the information gained in future clinical practice. Students should use the Simulation Reflection Journal Grading Rubric as a guide and submit the journal by the Friday following the simulation by 2359 (Clinical Student Learning Outcomes #1-6).

Community Assessment Presentation
The purpose of this assignment is for students to collaborate with assigned group members in presenting and reporting a comprehensive assessment of a designated community population. The presentations will be live and held at Ferguson Auditorium. Students will be presenting the Community Assessment to faculty, junior nursing students, and other interested parties. All clinical faculty will grade the presentations and an average grade for each presentation will be determined. Each group leader will turn in a copy of their group's Power Point Presentations to each clinical faculty member (4) prior to the beginning of the presentation. Students should dress professionally for the presentation. Students should use the Community Assessment Presentation

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Grading Rubric as a guide for completion of the assignment (Clinical Student Learning Outcomes #1-6).

Clinical Evaluation
The purpose of this assignment is for students and instructors to assess individual clinical performance over the course 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 grades. (Clinical Student Learning Outcomes #1 - #7)

General Information for Clinical Experiences

The clinical component is PASS/FAIL and must be passed in order to pass the course. Students are required to accumulate a **minimum** of 135 hours of clinical time throughout the semester.

Students must wear uniform and ID badge and adhere to the dress code of Texas A&M University-Commerce Nursing for experiences at all clinics, home health agencies, schools, interviews, and experiences at agencies/facilities. Students should arrive on time to all facilities/organizations reflecting a responsible and professional nursing student representative of the university and nursing department. Faculty will visit students at clinical sites throughout the semester and consult with clinical staff regarding student presence, activities, appearance, and behaviors.

At all sites, students must adhere to the expected clinical behaviors. Violation of required student performance and behaviors 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 the BSN Student Guide for more information.

Students should bring their individual skills checklist to every clinical experience. 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.

If the clinic or home health agency completes work early, students must contact their clinical instructor and receive a response **before** leaving. The first time you contact any instructor, identify yourself in the text. If you do not receive a response to your text after 20 minutes, text the Course Coordinator.

Students are NOT allowed to ride in the vehicles of any facility staff member nor are they to provide a ride to any facility staff.

Students who must miss clinical for any reason should notify their clinical faculty and assigned clinical site (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 clinical site of the impending absence 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.

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All students are expected to manage their complex schedules and attend clinicals as scheduled. Students are expected to plan in advance and have the address and information regarding clinical sites ready the day prior to clinical. In addition, after reviewing course objectives, readings, and the syllabus, students are expected to come to clinical with the objectives needed to meet that day in mind.

TECHNOLOGY REQUIREMENTS

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

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

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.

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

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: https://www.bon.texas.gov/licensure_eligibility.asp

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.

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

Interaction with Instructor Statement:
It is expected that you will check your 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 via email or through individualized office 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 in advance by the student. Students will be treated with collegial respect and are expected to communicate likewise in a professional manner.

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

Student Dress:
Please refer to the policy on Professional Dress in the BSN Student Guide for information regarding appropriate student dress in class, lab, and clinical.

The syllabus/schedule are subject to change.

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.

Class Expectations:
Class attendance is expected. The students should notify course coordinator in advance of any absence. 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. In the event that a class is canceled, the student is expected to do the readings and complete the objectives for that day. Students must refrain from classroom distractions (e.g., talking to each other, eating, texting, using phones, entering late or moving excessively during class). Children are not allowed in the classroom at any time. Students causing distractions will be asked to leave the classroom and may be subject to disciplinary action. Cell phones must be placed on vibrate or turned off.

Clinical Expectations:
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.

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

The syllabus/schedule are subject to change.

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

"Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments."

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/

The syllabus/schedule are subject to change.

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/34Safet yOfEmployeesAndStudents/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-

The syllabus/schedule are subject to change.

COURSE OUTLINE/CALENDAR

*Class assignments are in blue font. Clinical assignments are in red font.

Week	Class Date/Time	Content	Reading	Assignments
0	01/13/22 1300-1500 Class Meeting	Orientation	Syllabus	**Clinical paperwork**
1	01/18/22 Class 1300-1450	Community and Prevention Oriented Practice History of Public Health and Public and Community Health Nursing Interviewing Key Informants	Chapter 1 Chapter 2 ATI Review Module: Chapter 1	**Week #1 Pre-work due 01/18/22 at 1300** **Carevide Clinical Requirements due 01/18/22 (hard copies) due at 1300** **Swift River Math due 01/21/22 at 2359**
2	01/25/22 Class 1300-1450	The Changing U.S. and Public Healthcare Systems Government, the Law, and Policy Activism Economic Influences	Chapter 3 Chapter 7 Chapter 8	**Week #2 Pre-work due 01/25/22 at 1300** **Week #2 Assignment due 01/28/22 at 2359** **Clinical Log due 01/28/22 at 2359**
3	02/01/22 Class 1300-1450	Community Assessment and Evaluation	Chapter 12 ATI Review Module: Chapter 4	**Week #3 Pre-work due 02/01/22 at 1300** **Week #3 Assignment due 02/04/22** **Swift River Math due 02/04/22 at 2359** **Clinical Log due 02/04/22 at 2359**
4	02/08/22 Class 1300-1450	Vulnerability and Vulnerable Populations (Overview)	Chapter 21	**Week #4 Pre-work due 02/08/22 at 1300**

The syllabus/schedule are subject to change.

		Poverty Homelessness Teen Pregnancy Mental Illness	Chapter 23 ATI Review Module: Chapter 7	**Hometown Community Resource Paper due 02/11/22 at 2359** **Clinical Log due 02/11/22 at 2359**
5	**02/14/22 1200-1600** **02/15/22 Class 1300-1450**	**Poverty Simulation (Rayburn Student Center)** Ethics in Public/Community Health Nursing Cultural Influences in Community Health Nursing Using Health Education and Groups in the Community	 Chapter 4 Chapter 5 Chapter 11 ATI Review Module Text: Chapter 2	**Week #5 Pre-work due 02/15/22 at 1300** **Swift River Math 02/18/22 at 2359** **Clinical Log due 02/18/22 at 2359** **Poverty Simulation Reflection Journal due 02/18/22 at 2359** **Health Fair Poster Presentation Healthy People 2030 Topic and Alternate Topic due 02/18/22 at 2359**
6	02/22/22 1300-1450	Rural Health and Migrant Health Alcohol, Tobacco, and Other Drug Problems in the Community Violence and Abuse	Chapter 22 Chapter 24 Chapter 25	**Week #6 Pre-work due 02/22/22 by 1300** **Week #6 Assignment due 02/25/22 at 2359** **Clinical Log due 02/25/22 at 2359**
7	03/01/22 Exam 1300-1400	**Exam I**	**Chapters 1, 2, 3, 4, 5, 7, 8, 11, 12, 21, and 23**	**Health Fair Poster Presentation Outline due by 03/04/22 at 2359**

The syllabus/schedule are subject to change.

				Swift River Math 03/04/22 at 2359 **Clinical Log due 03/04/22 at 2359**
8	**03/08/22** **1300-1450**	Epidemiological Applications Infectious Disease Prevention and Control	Chapter 9 Chapter 26 ATI Review Module: Chapter 3	**Week #8 Pre-work due 03/08/22 at 1300** **Week #8 Assignment due 03/11/22 at 2359** **Clinical Log due 03/11/22 at 2359**
9	**03/15/22**	**Spring Break**		
10	**03/22/22** **Class** **1300-1450**	Disaster Management Disaster Tabletop Simulation ATI Review Module: Chapter 8	Chapter 14	**Week #10 Pre-Work due 03/22/22 at 1300** **Community Assessment Paper (Group) due 03/25/22 at 2359** **Swift River Math due 03/25/22 at 2359** **Clinical Log due 03/25/22 at 2359**
11	**03/29/22** **1300-1450** **03/30/22** **0900-1200**	Family Development and Family Health Nursing Family Health Risks Health Risks Across the Lifespan (Online) *Note: Last day to drop is March 29th* **Disaster Drill Simulation Team 1 (Sim Hospital and Labs)**	Chapter 18 Chapter 19 Chapter 20	**Week #11 Pre-work due 03/29/22 at 1300** **ATI Practice Assessment A due 03/29/22 at 1300 (taken online)** **Clinical Log due 04/01/22 at 2359** **Disaster Simulation Reflection Journal due 04/01/22 at 2359**

The syllabus/schedule are subject to change.

	03/30/22 1300-1600	**Disaster Drill Simulation Team II (Sim Hospital and Labs)**	ATI Review Module: Chapter 6	
12	**04/04/22 1200-1500** **04/05/22 Class 1300-1450**	**Health Fair (Rayburn Student Center)** Roles of Community Health Nurses	Chapters 28, 29, 30, 31, 32 ATI Review Module: Chapter 5	**Week #12 Pre-Work due 04/05/22 at 1300** **ATI Practice Assessment A Remediation due 04/05/22 at 1300** **Swift River Math due 04/08/22 at 2359** **Clinical Log due 04/08/22 at 2359**
13	**04/12/22 Exam 1300-1450**	**Exam II** HIV, Hepatitis, Tuberculosis, Sexually Transmitted Infections (online)	**Chapters 9, 14, 18, 19, 20, 22, 24, 25, 26** Chapter 27	**Week #13 Pre-Work (will be post-work this week) due 04/15/22 at 2359** **Clinical Log due 04/15/22 at 2359**
14	**04/18/22 1400-1700** **04/19/22 Class 1300-1450**	**Community Assessment Presentations (Groups 1, 2, and 3) (Ferguson Auditorium)** Environmental Health Managing Quality and Safety	 Chapter 6 Chapter 17	**Community Assessment Presentations due 04/18/22 at 1400 (all groups)** **Peer Evaluations due 04/18/22 at 1400 (all groups)** **Week #14 Pre-work due 04/19/22 at 1300** **Practice Assessment B due 04/19/22 at 1300 (taken online)** **Week #14 Assignment due 04/22/22 at 2359**

The syllabus/schedule are subject to change.

				Clinical Log due 04/22/22 at 2359
15	**04/25/22 1400-1700**	**Community Assessment Presentations Groups 4, 5, and 6) (Ferguson Auditorium)**		
	04/26/22 Class 1300-1450	Evidence Based Practice	Chapter 10	**Week #15 Pre-work due 04/26/22 at 1300**
		Surveillance and Outbreak Investigation	Chapter 15	**Practice Assessment B Remediation due 04/26/22 at 1300**
				Final Clinical Log due 04/29/22 at 2359
				Clinical Evaluations due at 04/29/22 at 2359
16	**05/03/22 Exam 1300-1400**	**ATI Proctored Exam** (taken in class)		**Week# 16 Pre-work due 05/03/22 at 1300**
		Case Management (online)	Chapter 13	
		Program Management (online)	Chapter 16	
			ATI Review Module: Chapter 9	
16	**05/10/22 Exam 1300-1400**	**Comprehensive Final Exam**	**Chapters 6, 10, 13, 15, 16, 17, 27, 28, 29, 30, 31 and 32**	
	05/10/22 Exam 1500-1600	**ATI Proctored Retake**		

All times noted are Central Standard Time (CST). Community Health, Public Health, and Home Health Journals are due on the dates specified on pages 11-12 of this Syllabus.

The syllabus/schedule are subject to change.

Class Rubrics

Hometown Community Health Resource Paper Grading Rubric

Required Information	Not Present/Not Acceptable	Needs to Improve	Satisfactory	Excellent	Earned Points
Identify mission/vision of the organization along with supporting statements by owner/manager.	0-2	3-5	6-8	9-10	
Describe all services offered by the resource and the population served.	0-4	5-9	10-14	15-20	
Discuss the funding sources utilized to support the organization.	0-3	4-7	8-11	12-15	
Describe the outcomes measured by the organization and how this info is used to improve/change services.	0-7	8-13	14-19	20-25	
Analyze the benefits and disadvantages of this resource for members of the community.	0-4	5-9	10-14	15-20	
Spelling, grammar, and punctuation.	0-2	3	4	5	
Correct APA format with title page, body of paper at 2-3 pages, and reference page.	0-2	3	4	5	
Total				**100**	

Comments:

The syllabus/schedule are subject to change.

Community Assessment **Paper** Grading Rubric

Required Information	Not Present/Not Acceptable	Needs to Improve	Satisfactory	Excellent	Earned Points
Describe the community using the place (location, boundaries, transportation, people (population/demographic data, i.e., age, race, social, economics, education, politics, religion, etc.)., and function (goods and services) dimensions	0-4	5-9	10-14	15-20	
Elaborate on the health of community using the status (biological, emotional, social aspects), structure (health services and resources), and process (community functioning and problem solving) dimensions to include collection of reported data (infant mortality, death rates, disease incidence, risk factors, etc.) and direct data (informant interviews, participant observation, and windshield surveys).	0-7	8-13	14-19	20-25	
Analyze health care delivery systems and resources within the community.	0-2	3-5	6-8	9-10	
Synthesize collected data to formulate an aggregate community health nursing diagnosis. Justify the diagnosis with logical reasoning, data analysis, and support. Include community strengths and areas in need of improvement as support for the selected diagnosis.	0-2	3-5	6-8	9-10	
Outline one community health nursing goal and three nursing interventions derived from the nursing diagnosis. Assure that the suggested policy and/or program changes are feasible for the community.	0-3	4-7	8-11	12-15	
Incorporate evidence-based literature and tables throughout the paper.	0-2	3-5	6-8	9-10	
Spelling, grammar, and punctuation	0-2	3	4	5	
APA format including title page, intro, body, conclusion, and reference page (total 13-17 pages in length)	0-2	3	4	5	
Total				**100**	

Comments:

The syllabus/schedule are subject to change.

Group Member Participation Form

Instructions: Rank each member of your group, **<u>including yourself,</u>** for each category against the rest of the group (1 being worst, 5 being best). For example, Student A was best in meeting participation (receives a 5), Student B was second best (receives a 4), etc. Each number is used **<u>only once</u>** for each category.

Student Name	Attends and actively participates in meetings/discussions (verbal or written) involving the paper and the presentation	Completes assigned portions of the paper and presentation by the agreed upon deadline	Work is thorough and of good quality

The syllabus/schedule are subject to change.

Assignment Grading Rubric

	Excellent	Good	Fair	Poor	Not Demonstrated	Score
Content (70%)	Response matches prompt. Content is extremely comprehensive and accurate. Major points are well supported. Writing is of high quality.	Response mostly matches prompt. Content is somewhat comprehensive and accurate. Major points are addressed, but not well supported. Response is mostly well-written.	Response does not match prompt. Content is incomplete. Two or more major points are inadequately addressed and/or not well supported. Response is written, but not well-written.	Response does not match the prompt. Content is incomplete. Major points are not addressed. Response is poorly written.	Response was not provided.	
Organization and Clarity (30%)	Response is extremely clear. Response is extremely meaningful in regard to the topic.	Response is mostly clear. Response is somewhat meaningful in regard to the topic.	Response is only vaguely clear. Response lacks some meaning in regard to the topic.	Response is unclear. Response is not meaningful in regard to the topic.	Response was not provided.	
Mechanics (Grammar, Punctuation, Spelling, and Use of APA Format) 10%	No spelling, grammar, and/or punctuation errors. No APA citation and/or reference errors.	Spelling, grammar, and punctuation are mostly error-free. APA citations and references are mostly error free.	A few spelling, grammar, and/or punctuation errors. A few APA citation and/or reference errors noted.	Many spelling, grammar, and/or punctuation errors noted. Many APA citation and reference errors noted.	Response was not completed or is full of spelling, grammar, and/or punctuation errors and/or APA citation and reference errors.	
Total Score						

The syllabus/schedule are subject to change.

Clinical Rubrics

Community Assessment <u>Presentation</u> Grading Rubric

Required Information	Not Present/Not Acceptable	Needs to Improve	Satisfactory	Excellent	Earned Points
Describe the community using the place (location, boundaries, transportation, people (population/demographic data, i.e., age, race, social, economics, education, politics, religion, etc.)., and function (goods and services) dimensions	0-3	4-7	8-11	12-15	
Produce and display a windshield survey which incorporates the elements described in Table 12.3 of the text (p. 213).	0-3	4-7	8-11	12-15	
Elaborate on the health of community using the status (biological, emotional, social aspects), structure (health services and resources), and process (community functioning and problem solving) dimensions to include collection of reported data (infant mortality, death rates, disease incidence, risk factors, etc.) and direct data (informant interviews, participant observation, and windshield surveys).	0-3	4-7	8-11	12-15	
Analyze health care delivery systems and resources within the community.	0-2	3-5	6-8	9-10	
Synthesize collected data to formulate an aggregate community health <u>nursing</u> diagnosis. Justify diagnosis with logical reasoning, data analysis, and support. Include community strengths and areas in need of improvement as support for your selected diagnosis.	0-2	3-5	6-8	9-10	
Outline one community health <u>nursing</u> goal and three <u>nursing</u> interventions derived from the selected community health <u>nursing</u> diagnosis. Assure that suggested policy/program changes are feasible for the community.	0-2	3-5	6-8	9-10	
Incorporate evidence-based literature and tables throughout.	0-2	3-5	6-8	9-10	
Engage the audience through style/manner/appeal of presentation, professionalism, creativity, and readability.	0-2	3-5	6-8	9-10	
Provide reference page in APA format	0-2	3	4	5	
Total				**100**	

Comments

The syllabus/schedule are subject to change.

Health Fair Poster Presentation Grading Rubric

Required Information	Not Present/ Not Acceptable	Needs to Improve	Satisfactory	Excellent	Earned Points
Outline					
Outline identifies the health promotion topic, the specific Healthy People 2030 goal, and the rationale for selection of this goal	0-3	4-7	8-11	12-15	
Outline includes at least three (3) learning outcomes related to the health promotion topic in SMART format. Content areas are also briefly outlined.	0-3	4-7	8-11	12-15	
Outline includes at least three (3) questions to stimulate Health Fair audience conversation	0-2	3-5	6-8	9-10	
Outline includes at least three (3) evidence based references utilized (in addition to Healthy People 2030 Goal) in APA format	0-2	3-5	6-8	9-10	
Poster Presentation, Oral Presentation and Handout					
Poster presentation includes at least three (3) content areas related to the health promotion topic displayed with creativity, color, readability	0-4	5-10	11-15	16-20	
Oral Presentation engages the audience through style/manner/appeal, professionalism, creativity, and ability to answer audience questions	0-3	4-7	8-11	12-15	
Handout provides support for at least one (1) content area.	0-2	3	4	5	
Timing and Writing Mechanics					
All required elements submitted on time (topic, outline, and poster)	0-2	3	4	5	
Spelling, grammar, and punctuation.	0-2	3	4	5	
Total				**100**	

Comments:

The syllabus/schedule are subject to change.

Clinical Rubrics

Clinical Site Journal Grading Rubric

Use this rubric for clinics, public health centers, and home health or hospice clinical experiences.

Required Information	Not Present/ Not Acceptable	Needs to Improve	Satisfactory	Excellent	Earned Points
Provide a brief description of the clinical experience and activities of the day(s), analyzing positive and negative aspects of care provided in the setting.	0-2	3-5	6-8	9-10	
Identify and discuss the educational levels and roles of the provider(s). If not an RN, describe how the care would be different if provided by an RN.	0-2	3-5	6-8	9-10	
Evaluate similarities and differences in the cultural aspects of the population(s) served.	0-4	5-9	10-14	15-20	
Discuss the social determinants of health that must be considered in providing quality, culturally appropriate care.	0-4	5-9	10-14	15-20	
Discuss at least one protocol or standing order utilized to promote safety or improve care and cite at least one evidenced based research article (within the last 5 years) supporting the protocol/standing order. *Article must be submitted to receive any points on this particular criteria.*	0-4	5-9	10-14	15-20	
Describe one example of how the knowledge obtained at this site can be used in your nursing practice (be specific).	0-2	3-5	6-8	9-10	
Spelling, grammar, and punctuation	0-2	3	4	5	
Correct APA format with title page, body of paper 2-3 pages in length, and reference page	0-2	3	4	5	
Total				**100**	

Comments:

The syllabus/schedule are subject to change.

Simulation Reflection Journal Grading Rubric

Use this rubric for all simulations.

Required Information	Not Present/Not Acceptable	Needs to Improve	Satisfactory	Excellent	Earned Points
Describe what was most challenging and least challenging for you during the simulation.	0-7	8-13	14-19	20-25	
Discuss your feelings about factors that worked well and that needed improvement during the simulation.	0-4	5-9	10-14	15-20	
Discuss feelings that surfaced during the simulation. How did your personal biases and values influence your actions? What social justice and diversity issues should be considered in providing services?	0-7	8-13	14-19	20-25	
Discuss how you can use the information learned in your practice. Be specific.	0-4	5-9	10-14	15-20	
Spelling, grammar, and punctuation	0-2	3	4	5	
Correct APA format with title page, body of paper at 1-2 pages in length, and reference page	0-2	3	4	5	
Total				**100**	

Comments:

The syllabus/schedule are subject to change.

School Nurse Journal Grading Rubric

Required Information	Not Present/ Not Acceptable	Needs to Improve	Satisfactory	Excellent	Earned Points
Describe the activities the school nurse participates in during the day.	0-7	8-13	14-19	20-25	
Describe what health promotion/prevention activities the school nurse is involved in both during the day and throughout the school year, including suicide prevention.	0-7	8-13	14-19	20-25	
Discuss the responsibilities of the school nurse that surprised you the most. What things did you expect the school nurse to be more involved in that the nurse is either not involved at all or only minimally involved.	0-4	5-9	10-14	15-20	
Discuss how you can use the information learned in your practice. Be specific.	0-4	5-9	10-14	15-20	
Spelling, grammar, and punctuation	0-2	3	4	5	
Correct APA format with title page, body of paper at 1-2 pages in length, and reference page	0-2	3	4	5	
Total				**100**	

The syllabus/schedule are subject to change.

Virtual Clinical Day Rubric (Swift River)

Required Information	Not Present/ Not Acceptable	Needs to Improve	Satisfactory	Excellent	Earned Points
Scenario reviewed and clinical acuity questions completed	0-2	3-5	6-7	8-10	
Major problem identified and pathology map created using template provided	0-4	5-9	10-14	15-20	
Drug cards (at least three) completed for the identified problem using template provided	0-2	3-5	6-7	8-10	
Two nursing diagnoses established and stated in appropriate format	0-4	5-9	10-14	15-20	
Two nursing goals identified for each nursing diagnosis	0-2	3-5	6-7	8-10	
Two to three interventions provided for each of the two nursing goals	0-2	3-5	6-7	8-10	
Describe an evaluation or evaluation plan for each intervention.	0-4	5-9	10-14	15-20	
Total				**100**	

The syllabus/schedule are subject to change.

Clinical Log

Student Name: _____   Prior Cumulative Hours: _____

Date	Location (specific facility or agency)	Activity (Clinic, Group Meeting, Research, Interview, etc.)	Clinical Objective(s) Met (#'s only)	Time Start	Time End	Total Clinical Hrs. (whole or partial: 5, 3.25, etc.) deducting 30 minute lunch
01/13/22 to 01/19/22	Carevide Clinics Requirement	Carevide Materials/Test				1.0
01/13/22 to 04/18/22	Various activities and locations in assigned city	Community Assessment Activities				25.0
Total Hours for this Page →						26
New Total Cumulative Hours for all Days/Hours (adding prior cumulative hours plus hours for this page) →						**26**

Names and Signatures of Personnel Observed or Interviewed:

Name	Signature		Name	Signature

Weekly evaluation and analysis of your clinical experience (please continue on back as needed):

The syllabus/schedule are subject to change.