NURS 4506 - Community Health Nursing
Spring 2018 rev, 1-8-18
TEXAS A&M UNIVERSITY - CENTRAL TEXAS

INSTRUCTOR AND CONTACT INFORMATION
Instructor: Carolyn A. Ramsey, MSN, RN, CNOR
Office: WH 420 A
Phone: 254-519-5487
Email: prosise@tamuct.edu
Virtual Office Hours: Hours by appointment

Mode of instruction and course access:

> This course is a 100%, online and uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com].

Student-instructor interaction:

Student emails will be responded to by the instructor within twenty-four hours; however, the ultimate goal will be to respond to them within several hours. 254-519-5487.

911 Cellular:
Emergency Warning System for Texas A&M University – Central Texas
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at 911Cellular [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION
Course overview and description:

In this course students are introduced to community-based nursing practice and the role of various systems available in individuals, families, and high-risk groups. Issues of health promotion, primary disease prevention and management of chronic health problems in community settings will be explored. The focus is on the use of research findings to assess community settings, assessment of the environment of care, and on the needs of vulnerable populations in community settings. 5 SCH
Prerequisite(s): NURK 300

Course Objectives	TAMUCT DON Expected Student Outcomes-(Draft)	Differentiated Entry Competencies (DEC) of Graduates of Texas Nursing Programs	AACN: The Essentials for Baccalaureate Education for Professional Nursing Practice
The student successfully completing this course will be able to:			
1 Apply the nursing	Utilize the nursing	a. Determine the physical and	Essential **IV**:

process to the care of groups, especially vulnerable populations, in the community to promote health and wellness.	process in the holistic care of diverse **groups, communities and populations in** various healthcare settings.	mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients, families, **populations, and communities** based upon interpretation of comprehensive health assessment findings compared with evidence-based health data and a synthesis of knowledge derived from a baccalaureate degree nursing program of study. b. Synthesize comprehensive assessment data to identify problems, formulate goals/ outcomes, and develop plans of care for patients, families, **populations, and communities** using information from evidence-based practice and published research in collaboration with the above groups and the interdisciplinary health care team. c. Implement the plan of care for patients, families, **populations, and communities** within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles. d. Evaluate and report patient, family, **population, and community outcomes and responses to therapeutic interventions** in comparison to benchmarks from evidence-based practice and research findings, and plan follow-up nursing care. e. Develop, implement, and evaluate teaching plans for patients, families, **populations, and communities** to address health promotion, maintenance, restoration, and population risk reduction.	Information Management and Application of Patient Care Technology Expected Outcome: Use telecommunication technologies to assist in effective communication in a variety of healthcare settings. Essential **VI**: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes Expected Outcome: Use inter- and intraprofessional communication and collaborative skills to deliver evidence-based, patient-centered care. Essential **VII**: Clinical Prevention and Population Health Expected Outcome: Assess the health, healthcare, and emergency-preparedness needs of a defined population. Expected Outcome: Assess health/illness beliefs, values, attitudes, and practices of individuals, families, **groups, communities, and populations.** Expected Outcome: Collaborate with others to develop an intervention plan that takes into account determinants of health, available resources, and the range of activities that contribute to health and the prevention of illness, injury, disability, and premature death. Expected Outcome: Collaborate with other healthcare professionals and patients to provide spiritually and culturally appropriate health promotion and
1 Apply the nursing process… (continued)			

			disease and injury prevention interventions. Expected Outcome: Participate in clinical prevention and population-focused interventions with attention to effectiveness, efficiency, cost-effectiveness, and equity. Expected Outcome: Use evaluation results to influence the delivery of care, deployment of resources, and to provide input into the development of policies to promote health and prevent disease. Expected Outcome: Use information and communication technologies in preventive care. Essential **VIII**: Professionalism and Professional Values Expected Outcome: Protect patient privacy and confidentiality of patient records and other privileged communications.
2 Analyze the impact of social, cultural, economic, and political factors on the health of groups.	Modify care and advocate for groups in reflecting current and changing **healthcare systems, health policies, and global health** care factors.	Serve as a health care advocate in monitoring and promoting quality and access to health care for patients, families, **populations, and communities.**	Essential **I**: Liberal Education for Baccalaureate Generalist Nursing Practice Expected Outcome: Apply knowledge of **social and cultural factors** to the care of diverse populations. Essential **V**: Healthcare Policy, Finance, and Regulatory Environments Expected Outcome: Explore the impact of sociocultural, economic, legal, and political factors influencing healthcare delivery and practice.
3 Apply epidemiological principles, concepts of public health, and knowledge of the	Integrate concepts, models, and theories of nursing, the humanities and the natural, psychological,	a. Use clinical reasoning and knowledge based on the baccalaureate degree nursing program of study, evidence-based practice outcomes, and research	Essential **I**: Liberal Education for Baccalaureate Generalist Nursing Practice

community health nursing role while caring for groups, including high-risk populations.	and sociological sciences as the foundation for professional nursing practice.	studies as the basis for decision making and comprehensive patient care. b. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients, families, **populations, and communities.** c. Use multiple referral resources for patients, families, **populations, and communities**, considering cost, confidentiality, effectiveness and efficiency of care, continuity and continuum of care, and health promotion, maintenance, and restoration. d. Coordinate human, information, and material management resources in providing care for patients, families, **populations, and communities.**	Expected Outcome: Use skills of inquiry, **analysis, and information literacy** to address practice issues. Expected Outcome: Integrate the knowledge and methods of a variety of disciplines to inform decision making.
4 Compare and contrast the health promotion needs of selected groups within the context of community.	Collaborate with other inter-professional health care team members to provide health promotion and disease and injury prevention across the lifespan for individuals, families, **groups, communities**, **and populations.**	Coordinate, collaborate, and communicate with patients, families, **populations, communities,** and the interdisciplinary health care team to plan, deliver, and evaluate care.	Essential **VII**: Clinical Prevention and Population Health Expected Outcome: Assess health/illness beliefs, values, attitudes, and practices of individuals, families, groups, communities, and populations.
5 Apply current nursing knowledge and research findings (evidence-based practice) relevant to nursing practice decisions in the community setting.	a. Apply concepts and theories as a base for problem solving, decision making, and critical reasoning in evidenced-based nursing practice. b. Apply current standards of professional nursing practice in providing care to individuals, families, **groups, communities and populations.**	a. Use clinical reasoning and knowledge based on the baccalaureate degree nursing program of study, evidence-based practice outcomes, and research studies as the basis for decision making and comprehensive patient care. b. Formulate goals and outcomes using an evidence-based and theoretical analysis of available data to reduce patient and **community risks.** c. Provide safe, compassionate, comprehensive nursing care to patients, **families, populations,** and communities through a broad array of health care services	Essential **III**: Scholarship for Evidence-Based Practice Expected Outcome: Participate in the process of retrieval, appraisal, and synthesis of evidence in collaboration with other members of the healthcare team to improve patient outcomes. Essential **IV**: Information Management and Application of Patient Care Technology Expected Outcome: Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing practice.

			Essential **VII**: Clinical Prevention and Population Health Expected Outcome: Use evidence-based practices to guide health teaching, health counseling, screening, outreach, disease and outbreak investigation, referral, and follow up throughout the lifespan.
6 Accept responsibility for enacting the professional nursing role in the community.	a. Demonstrate ethical accountability and legal responsibility for professional practice. b. Integrate professional nursing values of altruism, autonomy, human dignity, integrity and social justice in professional nursing practice.	a. Function within the nurse's legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting. b. Assume responsibility and accountability for the quality of nursing care provided to patients, families, **populations, and communities.** c. Promote the practice of professional nursing through leadership activities and **advocacy.**	Essential **I**: Liberal Education for Baccalaureate Generalist Nursing Practice Expected Outcome: Engage in ethical reasoning and actions to provide leadership in promoting **advocacy, collaboration,** and social justice as a socially responsible citizen. Essential **II**: Basic Organizational and Systems Leadership for Quality Care and Patient Safety Expected Outcome: Participate in quality and patient safety initiatives, recognizing that these are complex system issues, which involve individuals, families, **groups, communities, populations,** and other members of the healthcare team. Essential **V**: Healthcare Policy, Finance, and Regulatory Environments Expected Outcome: **Advocate** for consumers and the nursing profession. Essential **VII**: Clinical Prevention and Population Health Expected Outcome: **Advocate** for social justice, including a commitment to the health of **vulnerable populations and the**

			elimination of health disparities.
			Essential **VIII**: Professionalism and Professional Values
			Expected Outcome: Assume accountability for personal and professional behaviors.
			Expected Outcome: Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession.

Required Reading and Textbooks:

Stanhope, M. and Lancaster, J., (2016), *Public Health Nursing: Population-Centered Health Care in the Community,* **(9th ed.). St. Louis, Missouri: Elsevier/Mosby. ISBN: 9780323321532**

Stanhope, M. and Lancaster, J. (2016), Community/Public Health Nursing Online for Stanhope and Lancaster, Public Health Nursing 9th Edition. ISBN: 9780323371407

Recommended Learning Materials:

American Psychological Association (2010). *Publication manual of the American*

Psychological Association (6th ed.). Washington D.C.: Author.
ISBN: 978-1-4338-0559-2

The APA website may also be helpful as you write your papers. All submitted assignments will be evaluated for correct APA style.
http://apa.org

COURSE REQUIREMENTS
Course objectives will be met by successfully completing learning activities located in the modules and will include discussions on the Discussion Board in Canvas, or the online Elsevier course, responding to questions posed about content, presentations, and written assignments.

Texas A & M University – Central Texas will communicate all official information to students through the student TAMUCT email account. Please check the account frequently during the semester for updates.
The teacher role includes facilitating the student's learning and serving as a resource person as the student engages in active learning. The teaching methods include online

quizzes, online discussions, group presentations, and written assignments submitted electronically.

EVALUATION METHODS:

The following course activities comprise your grade. Please see the explanations of each activity below.

Online Discussions	30%
Online Assignments	20%
Quizzes	20%
Group Project Presentation I	20%
Group Project Presentation II	10%
	100%

- **Online Discussions** **15** **30%**

- **Online Assignments** **7** 20%

    These assignments will be included in your modules in Elsevier and submitted in Canvas.

- **Quizzes** **6** **20%**

- **Group Project Presentations** **2** **30%**

    Formal group presentations will be conducted in Collaborate to discuss the assessment and analysis phases of the project and the planning through evaluation phases. Each presentation should be 20 to 25 minutes in length. These presentations will include audiovisual aids and other media resources that are appropriate to the presentations. Evaluation guidelines are included in this syllabus.

    ▪ **Presentation 1: Assessment and Analysis** **(20%)**
        See details
    ▪ **Presentation 2: Planning, Implementation, & Evaluation** **(10%)**
        See details

Grading Scale: A = 90-100
B = 80- 89
C = 70-79
D = 60-69
F = 59 and below

Successful completion of this course requires a minimum grade of *C* in the course. You must submit your completed field work log of hours to receive your final grade. Please see the field work section of this syllabus for an explanation of this log.

Posting Grades:

   All student grades will be posted on the Canvas Grade book. You will need to monitor your grading status through this tool.

   The turn-around time for grades to be posted is one week from the due date of the assignment.

Complete Course Calendar

NURS 4506 – Community Health Nursing
Spring 2018
Course Schedule

Please Note: See each module for module-specific assignments on Elsevier

WEEK	CLASS CONTENT	SITE	ASSIGNMENTS	
1 1-16	Course Syllabus	Canvas & Elsevier	Read syllabus, Purchase and Review Elsevier online course	All Quizzes in Elsevier course
2	Overview of course and field work expectations Course Introduction in Elsevier	Mandatory Collaborate Tues.1-23, 8 am or Fri. 1-26 8 pm	Collaborate Session: Discuss course in detail and introduce CHN Group Project: Windshield and Key Informant Surveys Introduction, Putting it all Together>Applying this to your World. Answer Question 2. Submit in Canvas Due 1-23 by MN Quiz 1, due 1-25	
3	Health Care Systems	Module I Module 2	DB 1a: Tom's Goals & Objectives DB 1b: Built Community DB 2: Your recommendation All Due 1-30, by MN Quiz 2, due 2-1	
4	Economics of Health Care Delivery	Module 3	Complete module, Putting it all Together>Applying this to your World. Answer Question 4. Submit in Canvas Due 2-6 Quiz 3, Chap 4 due 2-8	
5	Community Assessment	Module 4	DB 4a: What Would You Do? DB 4b: Exploring a New Community DB 4c: Start of a New School Year All due 2-13 by MN	
6	Epidemiology	Module 5	DB 5a: Presentation Ready DB 5b: Share Media Campaign Both due 2-20 by MN	
7	Nursing Process in the Community	Module 6	Putting it all Together>Applying this to your World Answer Ques. 1&2 Submit in Canvas Due 2-27	
8	Community Health Promotion	Module 7	DB 7: Share Your Plan Due: 3-6 Quiz 4, Chap 7 due 3-8	
9	Spring Break			
10	Health Education	Module 8	Windshield Survey due 3-20 Putting it all Together>Applying this to your World Answer Ques. 3. Submit in Canvas Due 3-20	
11	Family Health	Module 9	DB 9 a, Brainstorm Other Ideas DB 9 b, Share Topics for Health Fair DB 9 c, Share Thoughts for Interventions for Family Due 3-27	
12	Presentation 1: Community Assessment and Analysis Environmental Health	Collaborate Mandatory Module 10	Group Project Presentation 1: Community Assessment and Analysis: Windshield & Other Survey Data Results & Findings: Date TBT DB 10 Ideas on Keeping Water Safe Due 4-3, MN	
13	Ethical & Legal Challenges in Community	Module 11	Quiz 5, Chap 11 due 4-12 DB 11 Risks of No Care Due: 4-10 MN	
14	Vulnerable Populations Disaster Management	Module 12 Module 13	Putting it all Together>Applying this to your World Answer Ques.1 Submit in Canvas DB 13 What Decisions Need to be Made? All due 4-17, MN Quiz 6, Chap 11 & 12 due 4-19	
15	Presentation 2: Planning through Evaluation Phases	Collaborate Mandatory	Group Project Presentation 2: Planning, Implementation & Evaluation Phases: Date TBD	
16	The Future of Community and Public Health Nursing	Module 14	Putting it all Together>Applying this to your World Answer Ques. 4 Submit in Canvas Due 5-8 by MN Course Evaluations & Field Log: Due: 5-8, MN	

Important University Dates:

January 2018

January 2, (Tuesday) Winter Break Ends

January 2, (Tuesday) Priority Deadline for Admissions applications

January 5, (Friday) VA Certification Request Priority Deadline

January 11, (Thursday) Convocation

January 12, (Friday) Tuition and Fee payment deadline (16 week & 1st 8 week)

January 15, (Monday) Martin L. King Jr. Day

January 16, (Tuesday) ADD/DROP/LATE REGISTRATION BEGINS ($25 fee assessed for late registrants) (16 week & 1st 8 week)

January 16, (Tuesday) Classes Begins

January 18, (Thursday) ADD/DROP/LATE REGISTRATION ENDS (16 week & 1st 8 week)

January 23, (Tuesday) Last day to drop 1st 8-week classes with no record

January 31, (Wednesday) Last day to drop 16 week classes with no record

February 2018

February 2, (Friday) Priority Deadline to Submit Graduation Application

February 9, (Friday) Last day to drop a 1st 8-week class with a Q or withdraw with a W

February 15, (Thursday) Last day to apply for Clinical Teaching

February 23, (Friday) Student End of Course Survey Opens (1st 8-Week Classes)

March 2018

March 1, (Thursday) Deadline to submit application to Teacher Education Program

March 2, (Thursday) Deadline to Submit Graduation Application for Ceremony Participation

March 9, (Friday) 1st 8 week classes end

March 9, (Friday) Deadline for Admissions applications

March 11, (Sunday) Student End of Course Survey Closes (1st 8-Week Classes)

March 12, (Monday) Spring Break Begins

March 12, (Monday) 1st 8-week grades from faculty due by 3pm

March 15, (Thursday) Tuition and Fee Payment Deadline (2nd 8-week classes)

March 16, (Friday) Spring Break Ends

March 19, (Monday) 2nd 8 week begins

March 19, (Monday) Summer Advising Starts

March 19, (Monday) Class Schedule Published

March 19, (Monday) ADD/DROP/LATE REGISTRATION BEGINS ($25 fee assessed for late registrants) (2nd 8-week classes)

March 21, (Wednesday) ADD/DROP/LATE REGISTRATION ENDS (2nd 8-week classes)

March 27, (Tuesday) Last day to drop 2nd 8-week classes with no record

March 30, (Friday) Last day to drop a 16-week course with a Q or withdraw with a W

April 2018

April 1, (Sunday) GRE/GMAT scores due to Office of Graduate Studies

April 2, (Monday) Scholarship Deadline

April 2, (Monday) Registration begins

April 5, (Thursday) Priority Deadline for International Student Admission Applications

April 13, (Friday) Last day to drop a 2nd 8-week class with a Q or withdraw with a W*

April 13, (Friday) Deadline for submission of final committee-edited theses with committee approval signatures to Office of Graduate Studies

April 27, (Friday) Student End of Course Survey Opens (16 Week and 2nd 8-Week Classes)

May 2018
May 7-11, Finals Week
May 11, (Friday) Last day to file for Degree Conferral (Registrar's Office)($20 Late Application Fee applies)
May 11, (Friday) Spring Term Ends
May 11, (Friday) Last day to withdraw from the university (16 week and 2nd 8 week classes)
May 11, (Friday) Last day to apply for $1000 Tuition Rebate for Spring graduation (5pm)
May 12, (Saturday) Commencement Ceremony Bell County Expo Center 7:00 p.m.
May 13, (Sunday) Student End of Course Survey Closes (16 Week and 2nd 8-Week Classes)
May 14, (Monday) Minimester begins
May 15, (Tuesday) Last Day to clear Thesis Office
May 5, (Tuesday) Final grades due from faculty by 3pm (16 week & 2nd 8 week)
May 21, (Monday) Priority Deadline for Admissions applications
May 25, (Friday) VA Certification Request Priority Deadline
May 28, (Monday) Memorial Day

TECHNOLOGY REQUIREMENTS AND SUPPORT

The technology requirements for the successful completion of the course include having computer equipment and access to the Internet.

This course will use the TAMUCT Canvas Learn learning management system and the Evolve online course that goes with your text.

Logon to **https://tamuct.Canvas.com** to access the course

- o **Username:** Your MyCT username
  - ▪ (xx123 or everything before the "@" in your MyCT e-mail address)
- o **Initial password:** Your MyCT password

Canvas Support:
Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.
For issues related to course content and requirements, contact your instructor.

Other Technology Support:
For log-in problems, students should contact Help Desk Central.
24 hours a day, 7 days a week:
      Email: helpdesk@tamu.edu
      Phone: (254) 519-5466
      Web Chat: [http://hdc.tamu.edu]
Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy:
If you discover that you need to drop this class, you must complete a Drop Request Form
[https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.
Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.
At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit https://www.tamuct.departments/index.php. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Tutoring.
Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.
If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at lmdavis@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center.
Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WCOnline [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.
While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.
The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [https://tamuct.libguides.com/].

OPTIONAL POLICY STATEMENTS:
A Note about Sexual Violence at A&M-Central Texas
Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at A&M-Central Texas, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the Title IX webpage [https://www.tamuct.edu/departments/compliance/titleix.php].

INSTRUCTOR POLICIES.
Assignments turned in past the due date will have 10% of the grade deducted daily, including weekends. Assignments will not be accepted over three days past due.

Copyright Notice.
Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

> Copyright. (YEAR) by (FACULTY NAME) at Texas A&M University-Central Texas, (FACULTY COLLEGE); 1001 Leadership Place, Killeen, TX 76549; 254-(FACULTY COLLEGE PHONE); Fax 254-(FACULTY COLLEGE FAX); (FACULTY EMAIL)

Community Project Presentation 1
Grading Rubric
This assignment counts as 20% of your grade. It will be a group grade.

Group Members: _____ Faculty: _____

Assessment & Analysis Phases			
Grading Rubric		**Pts Possible**	**Pts Achieved**
Introduction **2 pts**	**Purpose of the project clearly stated**	1	
	Population and setting clearly described	1	
Assessment **7 pts**	**Assessment of aggregate or population described in detail**		
	An overview of the windshield surveys provided	2	
	A detailed map of the areas assessed during the windshield survey provided	1	
	A summary of the key informant surveys and findings provided	2	
	The websites, databases, and professional literature accessed a secondary data were described with the findings summarized	2	
Analysis **2 pts**	**The analysis of the assessment of this aggregate or population described**	1	
	The identified needs and wants of the population clearly described	1	
College Level Writing **4 pts**	**Presentation followed APA 6th edition format**	2	
	A reference page in correct APA format (hard copy or on a slide) provided	2	
Presentation **5 pts**	**Creative use of visuals to enhance the presentation evident**	1	
	Content presented: clear, accurate, and easy to understand	2	
	Student responses to questions demonstrate knowledge of subject matter	1	
	Student presentation professionally conducted	1	
Total		**20 pts**	

Community Project Presentation 2
Grading Rubric
This assignment counts as 10% of your grade. It will be a group grade.

Group Members: _____ Faculty: _____

Planning, Implementation & Evaluation Phases			
Grading Rubric		**Pts Possible**	**Pts Achieved**
Introduction	**Purpose of the project clearly stated**	0.5	
1.0 pt	**Population and setting clearly described**	0.5	
Planning	**Described the planning activities involved**	1	
2.0 pts	**Included a discussion about how the analysis guided the planning for this aggregate or population**	1	
Implementation	**Intervention described in detail**	1	
	Response of the population discussed	1	
2.5 pts	**Discussed if the intervention was implemented as planned. If not, what was revised and why?**	0.5	
Evaluation	**Discussed the present and or future impact of the intervention on the identified population**	0.5	
1.5	**Provided appropriate and specific recommendations for future work with this population**	1	
College Level Writing	**Presentation followed APA 6th edition format**	0.5	
	A reference page in correct APA format (hard copy or on a slide) provided	0.5	
1.0 pt			
Presentation	**Creative use of visuals to enhance the presentation evident**	0.5	
	Content presented: clear, accurate, and easy to understand	0.5	
2.0 pts	**Student responses to questions demonstrate knowledge of subject matter**	0.5	
	Student presentation professionally conducted	0.5	
Total		**10 pts**	

Field Work Section

NURS 4506: Community Health Nursing

FIELD WORK SECTION

This section includes the field work component of the course. This portion of the course allows you to work with populations while applying the concepts and theories that you are learning in this course.

Below are the field work hours that must be completed to successfully complete this course.

Field Work Hours

30 hours   Community Health Nursing Community Group Project

Please Note: All field work preparation, computer search, assessment, planning, and implementation and evaluation time are counted as part of the field work hours.

No field work time is allowed for journal writing. It is a part of the classroom preparation outside of class.

FIELD WORK ACTIVITIES

- **Community Health Group Project   (30 hours)**

General Guidelines for Completing the Project

The activities outlined below have been designed to facilitate the completion of this project. Depending on the project and the group goals, these activities are approximate.

It is the responsibility of each student to demonstrate that you are making progress toward the accomplishment of the community health nursing course objectives within the context of NURS 406.

Step 1: Introduction to the concept of population-focused health care and identity of the population to facilitate.

Step 2: Assessment

- Conduct a windshield survey of a section of a community
- Conduct key informant surveys within that community
- Define an identified population with whom to work with an emphasis on health concerns and risks
- Define the population parameters of the chosen aggregate
- When appropriate, take part in activities at a community site (observe, participate, question).
- Begin to formulate ideas about the problems and/or needs of the population served at the site

- **Identify the problem of the aggregate or population that will serve as the focus of the community group project by conducting assessments**
- **Develop a timeline for community project**
- **Continue research activities:**
    - **Explore all the issues surrounding the selected population/problem**
    - **Research community, state, and national resources that affect the specific aggregate**
    - **Research the organizational politics that affect the aggregate and, as applicable, the agency**
    - **Identify historical trends related to the care of the aggregate**
    - **Identify current trends in health care delivery to the aggregate**

Step 3:   Analysis

- **Data analysis: What do all of the assessment data mean?**

    - **Brainstorm in individual groups to identify individual perceptions of the problems/needs of the aggregate or population**
    - **Conduct a database search of the identified group and the selected problem or issue**
    - **Use group process to identify specific tasks to be accomplished by individual students in analyzing the identified problem or issue**

Step 4:   Planning

- **Based on analysis of the assessment data, develop goals related to the health needs of the specified aggregate. What would you like to see happen with this population?**
- **Differentiate ideal potential goals from realistic potential goals.**
- **Begin to formulate plans to reach identified goal(s) (1) select overall goal; (2) formulate objectives; (3) devise strategies; (4) write a plan for intervention.**
- **Identify barriers to the accomplishment of goals.**
- **Given identified barriers and supports, identify alternative strategies as needed.**
- **Identify factors that are supportive of goal(s) accomplishment.**
- **Submit timeline and division of labor (task assignments) to instructor in writing.**
- **Develop and finalize a specific written plan for evaluating the outcomes and processes.**

Step 5:   Intervention

- **Coordinate individual efforts and synthesize them into a group plan to offer an intervention to the identified population.**

Step 6: Evaluation

- **Using the written plan for evaluating outcomes, develop formative and summative evaluation results.**
- **Prepare recommendations for the population served and provide a copy to them.**

Step 7: Formal Student Presentations

NURK 406 Community Health Nursing
Field Work Experience Log

In the following table, please record the date, your activities, and the field work hours that are related to this course: NURK 406: Community Health Nursing.

You must complete a minimum of **30 hours** to successfully complete the course.

Date	Activity	Field Work Minutes/Hours	Student's/Contact Initials

TOTAL HOURS			

I verify that I, _____, have completed the above field work hours.

Due Date: Must be submitted in Canvas by due date: