

NURS 4506-110

Community Health Nursing

Course Syllabus

**Texas A&M University -
Central Texas**

Spring 2019

TEXAS A&M UNIVERSITY - CENTRAL TEXAS

DEPARTMENT OF NURSING

NURS 4506 - Community Health Nursing

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Kathryn Long, MSN, RN, CNE

Office: Heritage Hall, 302

Phone: 254-931-2387

Email: klong@tamuct.edu

Virtual Office Hours: Hours by appointment

MODE OF INSTRUCTION AND COURSE ACCESS

This course is a 100%, online, web-based course and uses the TAMUCT Canvas Learning System. All classes are presented in the online environment through Canvas, including WebEx, and the TAMUCT email system.

You will use the Canvas username and password communicated to you separately to logon to this system.

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. It is recommended and encouraged that if you have an important issue that needs to be addressed quickly to contact the instructor on her cell phone at 254-931-2387. It is additionally important that students monitor their course status by checking their TAMUCT email and course announcements on a daily basis.

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 911Cellular through their myCT email account.

In an effort to enhance personal safety on the Texas A&M University – Central Texas (TAMUCT) campus, the TAMUCT Police Department has introduced Warrior Shield by 911 Cellular. [Warrior Shield](https://www.tamuct.edu/police/911cellular.html) [https://www.tamuct.edu/police/911cellular.html] can be downloaded and installed on your mobile device from Google Play or Apple Store.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [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, interprofessional education and teamwork, 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

NOTE: This course is designated as a TAMUCT Service Learning course. This course provides experiences in which students learn to relate theory to practice by participating in an organized service activity that meets identified community needs and then by reflecting upon the service activity in such ways as to meet instructional objectives, departmental objectives and course student learning outcomes as students gain a broader appreciation for the discipline and an enhanced sense of civic responsibility.

Prerequisite(s): NURS 3300

Course Objectives	TAMUCT DON Expected Student Learning Outcomes	Differentiated Entry Competencies (DEC) of Graduates of Texas Nursing Programs	AACN: The Essentials for Baccalaureate Education for Professional Nursing Practice	TAMUCT Service-Learning Expected Student Learning Outcomes
<p>1 Apply the nursing process to the care of groups, especially vulnerable populations, in the community to promote health and wellness.</p>	<p>Utilize the nursing process in the holistic care of diverse groups, communities and populations in various healthcare settings.</p>	<p>a. Determine the physical and 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.</p> <p>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.</p> <p>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.</p>	<p><u>Essential IV:</u> Information Management and Application of Patient Care Technology</p> <p><u>Expected Outcome:</u> Use telecommunication technologies to assist in effective communication in a variety of healthcare settings.</p> <p><u>Essential VI:</u> Interprofessional Communication and Collaboration for Improving Patient Health Outcomes</p> <p><u>Expected Outcome:</u> Use inter- and intraprofessional communication and collaborative skills to deliver evidence-based, patient-centered care.</p> <p><u>Essential VII:</u> Clinical Prevention and Population Health</p> <p><u>Expected Outcome:</u> Assess the health, healthcare, and emergency-preparedness needs of a defined population.</p>	<p><u>Diversity of communities and cultures:</u> Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.</p>

<p>1Apply the nursing process... (continued)</p>		<p>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.</p> <p>e. Develop, implement, and evaluate teaching plans for patients, families, populations, and communities to address health promotion, maintenance, restoration, and population risk reduction.</p>	<p><u>Expected Outcome:</u> Assess health/illness beliefs, values, attitudes, and practices of individuals, families, groups, communities, and populations.</p> <p><u>Expected Outcome:</u> 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.</p> <p><u>Expected Outcome:</u> Collaborate with other healthcare professionals and patients to provide spiritually and culturally appropriate health promotion and disease and injury prevention interventions.</p> <p><u>Expected Outcome:</u> Participate in clinical prevention and population-focused interventions with attention to effectiveness, efficiency, cost-effectiveness, and equity.</p> <p><u>Expected Outcome:</u> Use evaluation results to influence the delivery of care, deployment of resources, and to provide</p>	
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			<p>input into the development of policies to promote health and prevent disease.</p> <p><u>Expected Outcome:</u> Use information and communication technologies in preventive care.</p> <p><u>Essential VIII:</u> Professionalism and Professional Values</p> <p><u>Expected Outcome:</u> Protect patient privacy and confidentiality of patient records and other privileged communications.</p>	
<p>2Analyze the impact of social, cultural, economic, and political factors on the health of groups.</p>	<p>Modify care and advocate for groups in reflecting current and changing healthcare systems, health policies, and global health care factors.</p>	<p>Serve as a health care advocate in monitoring and promoting quality and access to health care for patients, families, populations, and communities.</p>	<p><u>Essential I:</u> Liberal Education for Baccalaureate Generalist Nursing Practice <u>Expected Outcome:</u> Apply knowledge of social and cultural factors to the care of diverse populations.</p> <p><u>Essential V:</u> Healthcare Policy, Finance, and Regulatory Environments <u>Expected Outcome:</u> Explore the impact of sociocultural, economic, legal, and political factors influencing healthcare delivery and practice.</p>	<p><u>Analysis of knowledge:</u> Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.</p>
<p>3Apply epidemiological principles, concepts of public health, and</p>	<p>Integrate concepts, models, and theories of nursing, the humanities and the</p>	<p>a. Use clinical reasoning and knowledge based on the baccalaureate degree nursing</p>	<p><u>Essential I:</u> Liberal Education for Baccalaureate Generalist Nursing Practice</p>	<p><u>Civic contexts/structures:</u> Demonstrates ability and commitment to</p>

<p>knowledge of the community health nursing role while caring for groups, including high-risk populations.</p>	<p>natural, psychological, and sociological sciences as the foundation for professional nursing practice.</p>	<p>program of study, evidence-based practice outcomes, and research studies as the basis for decision making and comprehensive patient care.</p> <p>b. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients, families, populations, and communities.</p> <p>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.</p> <p>d. Coordinate human, information, and material management resources in providing care for patients, families, populations, and communities.</p>	<p><u>Expected Outcome:</u> Use skills of inquiry, analysis, and information literacy to address practice issues.</p> <p><u>Expected Outcome:</u> Integrate the knowledge and methods of a variety of disciplines to inform decision making.</p>	<p>collaboratively work across and within community contexts and structures to achieve a civic aim.</p>
<p>4 Compare and contrast the health promotion needs of selected groups within the context of community.</p>	<p>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.</p>	<p>Coordinate, collaborate, and communicate with patients, families, populations, communities, and the interdisciplinary health care team to plan, deliver, and evaluate care.</p>	<p><u>Essential VII:</u> Clinical Prevention and Population Health</p> <p><u>Expected Outcome:</u> Assess health/illness beliefs, values, attitudes, and practices of individuals, families, groups, communities, and populations.</p>	
<p>5 Apply current nursing knowledge and research findings (evidence-based</p>	<p>a. Apply concepts and theories as a base for problem solving, decision making, and</p>	<p>a. Use clinical reasoning and knowledge based on the baccalaureate degree nursing program of study, evidence-</p>	<p><u>Essential III:</u> Scholarship for Evidence-Based Practice</p>	<p>Civic action and reflection: Demonstrates independent experience and shows initiative in team</p>

<p>practice) relevant to nursing practice decisions in the community setting.</p>	<p>critical reasoning in evidenced-based nursing practice.</p> <p>b. Apply current standards of professional nursing practice in providing care to individuals, families, groups, communities and populations.</p>	<p>based practice outcomes, and research studies as the basis for decision making and comprehensive patient care.</p> <p>b. Formulate goals and outcomes using an evidence-based and theoretical analysis of available data to reduce patient and community risks.</p> <p>c. Provide safe, compassionate, comprehensive nursing care to patients, families, populations, and communities through a broad array of health care services</p>	<p><u>Expected Outcome:</u> Participate in the process of retrieval, appraisal, and synthesis of evidence in collaboration with other members of the healthcare team to improve patient outcomes.</p> <p><u>Essential IV:</u> Information Management and Application of Patient Care Technology</p> <p><u>Expected Outcome:</u> Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing practice.</p> <p><u>Essential VII:</u> Clinical Prevention and Population Health</p> <p><u>Expected Outcome:</u> Use evidence-based practices to guide health teaching, health counseling, screening, outreach, disease and outbreak investigation, referral, and follow up throughout the lifespan.</p>	<p>leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions</p>
<p>6Accept responsibility for enacting the professional nursing role in the community.</p>	<p>a. Demonstrate ethical accountability and legal responsibility for professional practice.</p> <p>b. Integrate professional nursing</p>	<p>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.</p> <p>b. Assume responsibility and</p>	<p><u>Essential I:</u> Liberal Education for Baccalaureate Generalist Nursing Practice</p> <p><u>Expected Outcome:</u> Engage in ethical reasoning and actions to provide</p>	

<p>6Accept responsibility for enacting the professional nursing role in the community. (continued)</p>	<p>values of altruism, autonomy, human dignity, integrity and social justice in professional nursing practice.</p>	<p>accountability for the quality of nursing care provided to patients, families, populations, and communities.</p> <p>c. Promote the practice of professional nursing through leadership activities and advocacy.</p>	<p>leadership in promoting advocacy, collaboration, and social justice as a socially responsible citizen.</p> <p><u>Essential II:</u> Basic Organizational and Systems Leadership for Quality Care and Patient Safety</p> <p><u>Expected Outcome:</u> 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.</p> <p><u>Essential V:</u> Healthcare Policy, Finance, and Regulatory Environments</p> <p><u>Expected Outcome:</u> Advocate for consumers and the nursing profession.</p> <p><u>Essential VII:</u> Clinical Prevention and Population Health</p> <p><u>Expected Outcome:</u> Advocate for social justice, including a commitment to the health of vulnerable populations and the elimination of health disparities.</p> <p><u>Essential VIII:</u></p>	
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			<p>Professionalism and Professional Values</p> <p><u>Expected Outcome:</u> Assume accountability for personal and professional behaviors.</p> <p><u>Expected Outcome:</u> Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession.</p>	
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REQUIRED Reading, Textbooks and Online Course:

Stanhope, M. & Lancaster, J., (2016). *Public health nursing: Population-Centered health care in the community*, (9th ed.). St. Louis, Missouri: Elsevier/Mosby.

ISBN: 9780323321532

Stanhope, M. & Lancaster, J. (2016). Community/Public health nursing online for Stanhope and Lancaster, Public Health Nursing 9th Edition.

ISBN: 9780323371407

Note: online materials in Evolve

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 American Psychological Association (APA) website may also be helpful as you write your papers. All submitted assignments will be evaluated for correct APA style and Vericite accuracy.

<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, WebEX 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 (Evolve)	20%
Group Project Presentation I	20%
Group Project Presentation II	<u>10%</u>
	100%

- Online Discussions 15 total 30%

- **Online Assignments** **6 total** **20%**

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

- **Quizzes in Evolve** **6 total** **20%**
- **Group Project Presentations** **2 total** **30%**

Formal group presentations will be conducted in WexEx 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 on pages 21-23.

- **Presentation 1: Assessment and Analysis** **(20%)**

See page 21 for details

- **Presentation 2: Planning, Implementation, & Evaluation** **(10%)**

See pages 22-23 for 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. The log is

located on page 28 of this syllabus.

Due dates and times:

Assignments are due on the date and time outlined in the course schedule and syllabus.

A 10% deduction will be taken for each day an assignment is past the due date. After three days, a grade of 0 will be entered into the gradebook for that assignment. This includes all quizzes, discussion boards, and any other written work in the course.

Exceptions will be granted at faculty discretion and only if arrangements were made prior to the due date.

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.**

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.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>].

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

Check browser and computer compatibility by using the “Test Your Browser” button, found in the “Check Your Browser” module on your Canvas dashboard, once you have logged in.

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 technology issues, 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>

When calling for support, please let your support technician know you are a TAMUCT student.

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>].

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

For issues related to course content and requirements, contact your instructor.

PLEASE NOTE: Technology issues are not a reason to miss a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.

NURS 4506 – Community Health Nursing
Spring 2019
 Course Schedule

Please Note: See each module for module-specific assignments in Evolve

WEEK	CLASS CONTENT	SITE	ASSIGNMENTS
1 1-14	Course Syllabus	Canvas & Evolve	Read syllabus, Purchase and Review Elsevier Evolve online course; Syllabus Quiz Due 1-20 by MN
2 1-21	Overview of course and field work expectations Course Introduction in Evolve Note: Vericite used for all written assignment	Mandatory WebEx Thurs.1-24, 8 pm or Fri. 1-25 8 am	WebEx 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 1-26 by MN
3 1-28	Health Care Systems	Module 1 Module 2	DB 1a: Tom's Goals & Objectives DB 1b: Built Community Quiz 1, due 2-3 DB 2: Your recommendation All Due 2-2, by MN
4 2-4	Economics of Health Care Delivery	Module 3	Complete module, Quiz 2, due 2-10 Putting it all Together>Applying this to your World. Answer Question 1. Submit in Canvas Due 2-9
5 2-11	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 2-16 by MN Quiz 3, due 2-17
6 2-18	Epidemiology	Module 5	DB 5a: Presentation Ready DB 5b: Share Media Campaign Both due 2-23 by MN
7 2-25	Nursing Process in the Community	Module 6	Putting it all Together>Applying this to your World Answer Ques. 1&2 Submit in Canvas Due 3-2 Quiz 4, due 3-3
8 3-4	Community Health Promotion	Module 7	DB 7: Share Your Plan Due: 3-9
9 3-11	Spring Break		
10 3-18	Health Education	Module 8	Putting it all Together>Applying this to your World Answer Ques. 2. Submit in Canvas Due 3-23
11	Community Assessment and	WebEx	DB 9 a, Brainstorm Other Ideas

3-25	Analysis Family Health	Mandatory Module 9	DB 9 b, Share Topics for Health Fair DB 9 c, Share Thoughts for Interventions for Family Due 3-30
12 4-1	Environmental Health	Module 10	Group Project Presentation 1: Community Assessment and Analysis: Windshield & Other Survey Data Results & Findings: Date TBD DB 10 Ideas on Keeping Water Safe Due 4-6, MN
13 4-8	Ethical & Legal Challenges in Community	Module 11	DB 11 Risks of No Care Due: 4-13 MN Quiz 5, due 4-14
14 4-15	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 4-20, MN Quiz 6, 4-21
15 4-22	Presentation 2: Planning through Evaluation Phases	WebEx Mandatory	Group Project Presentation 2: Planning, Implementation & Evaluation Phases: Date TBD
16 4-29	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 5-4 by MN Course Evaluations & Field Log: Due: 5-6, MN Course evals are important for curriculum and DON continuous quality improvement.

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

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) [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 Academic 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.

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.

For more information regarding the Student Conduct process, [<https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel>].

If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

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 Office 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 Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

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

Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the Student Affairs web page [<https://www.tamuct.edu/student-affairs/index.html>]. 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>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean

in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus 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 have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from 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 40 subject areas. Access Tutor.com through Canvas.

University Writing Center.

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

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 UWC is here to help! 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 WCOOnline. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

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 85,000 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 24 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 [<http://tamuct.libguides.com/index>].

SYLLABUS DISCLAIMER:

While the provisions of this syllabus are as accurate and complete as possible, the faculty reserve the right to change any provisions herein without actual notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be available at all times from the faculty. It is the responsibility of each student to know what changes, if any, have been made to the provisions of this syllabus and to successfully complete the requirements of the course.

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.

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**COMMUNITY PROJECT
INDIVIDUAL JOURNAL
GRADING RUBRIC**

The community project individual journal should be submitted via a Canvas Assignment as a Word (.doc or .docx) file after you have **completed 30 hours** of the group project experience.

The journal must be submitted via Canvas in Assignment by due date as posted.

This journal will count as 20 points as an assignment. It will be an individual grade.

Student Name: _____ Faculty: _____

Criteria for Evaluation	Points Possible	Points Achieved	Comments
Provide a detailed description of your 30-hour community group project activities summarizing your role in the assessment, planning, implementation, and evaluation phases. Identify Interprofessional points of contact and their role in assisting with planning and implementation of project.	6		
Provide an analysis of these activities by responding to the following:			
Include 2 peer-reviewed journal articles related to community as client. Compare what the articles report to your actual experiences.	7		
Reflect on how your own attitudes and beliefs may be different from those of other	2		

cultures and communities. Describe what can be learned from diversity of communities and cultures.			
Use correct APA format including title page, pagination, spacing, margins, correct grammar and punctuation, 4-5 pages in length - body of paper, plus reference and title pages	5		
Total	20		

**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 with		2	

	identifying and naming roles of point of contacts in collaborative work with community agencies to achieve a civic/health aim.		
	The websites, databases, and professional literature accessed as secondary data were described with the findings summarized	2	
Analysis	The analysis of the assessment of this aggregate or population described. Connect and extend knowledge (facts, theories, etc.) from nursing to civic engagement and to one's own participation in civic life, politics, and government.	1	
2 pts	The identified needs and wants of the population clearly described	1	
College Level Writing	Presentation followed APA 6th edition format	2	
4 pts	A reference page in correct APA format (hard copy or on a slide) provided	2	
Presentation	Creative use of visuals to enhance the presentation evident	1	
5 pts	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 1.0 pt	Purpose of the project clearly stated	0.5	
	Population and setting clearly described	0.5	
Planning 2.0 pts	Described the planning activities involved	1	
	Included a discussion about how the analysis guided the planning for this aggregate or population	1	
Implementation 2.5 pts	Intervention described in detail	1	
	Response of the population discussed	1	
	Discussed if the intervention was implemented as planned. If not, what was revised and why?	0.5	
Evaluation 1.5	Discussed the present and or future impact of the intervention on the identified population	0.5	
	Provided appropriate and specific recommendations for future work with this population	1	
College Level Writing 1.0 pt	Presentation followed APA 6th edition format	0.5	
	A reference page in correct APA format (hard copy or on a slide) provided	0.5	
Presentation 2.0 pts	Creative use of visuals to enhance the presentation evident	0.5	
	Content presented: clear, accurate, and easy to understand	0.5	
	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 4506.

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

The results of your field work experience will be demonstrated in the one journal that you write about your experiences that will be graded. In addition, the two (2) group presentations during the semester based upon the community health project will be graded. Please note: The two presentations are group presentations are group grades. Therefore, it is essential that all members of the group actively and equally participate.

PLEASE NOTE: The grading rubrics for the journal and presentations are included in this syllabus on pages 21-23. They will also be posted in the online course.

