NURS 4506-110, Community Health

FALL 2022
Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION
Dates: August 22, 2022- December 9, 2022

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

To complete the practicum component, in person meetings with community agencies will be required. Students are responsible for scheduling and informing faculty of those meetings. Students are responsible to be present for MS Teams meetings for the delivery of service-learning projects. You must complete **45-hours** of community-service time to successfully pass the course. <u>You will need to go to a community site in person to successfully complete the requirements of the course.</u>

Mandatory MS Teams web meetings are held throughout the semester per the course schedule. Optional MS Teams web meetings are offered throughout the semester based upon student request.

INSTRUCTOR AND CONTACT INFORMATION
Instructor: Dawn Riess, PhD, RN
Office: Heritage Hall 302B
Phone: 254-519-5718
MS Teams: Text via TEAMs chat, email, call, or facetime
Email: dawnriess@tamuct.edu

Office Hours:
Office Hours: Monday 0800-1600 home office, Tuesday-Thursday @TAMUCT, 0730-1500. Drop-in is welcome.
Additional hours are available by appointment, in-person or virtual. Virtual office hours will be available via TEAMs. I am available for virtual office hours Monday-Friday and by appointment on weekends. I know you work different shifts, so I can accommodate your needs.

Student-instructor interaction
Messages within Canvas Inbox are checked daily. Emails to secondary email are checked Monday through Friday during business hours. Students may expect a response within 24 to 48 hours. It is expected that all Canvas message communication from faculty receive a response within 48 hours.

The Canvas announcements page is used to send information that pertains to all students. It is strongly suggested that you adjust your Canvas settings to receive announcements in your email account or check announcements frequently.

Emergency Warning System for Texas A&M University-Central Texas
SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the SafeZone [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:
1. Download the SafeZone App from your phone store using the link below:
   o iPhone/iPad: [https://apps.apple.com/app/safezone/id533054756]
   o Android Phone / Tablet [https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

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.

Course Objectives:
Course objectives align with the TAMUCT Student Learning Outcomes, the *Essentials of Baccalaureate Education for Professional Nursing Practice* (American Association of College of Nursing, 2021), and the Texas Board of Nursing Differentiated Essential Competencies

1. Analyze the impact of social, cultural, economic, and political factors on the health of aggregates and groups.
2. Synthesize nursing knowledge and skills to serve as health care advocate in monitoring and promoting quality and access for populations and communities.
3. Apply current nursing knowledge to evidence-based nursing practice interventions in the community setting.
4. Apply information technology to support improved patient care and delivery for populations.
5. Synthesize nursing, social and public health science concepts to provide culturally-tailored interventions appropriate to identified populations.
6. Utilize appropriate communication and collaboration with members of the interdisciplinary health care team to promote and maintain optimal health status of populations and communities.
7. Synthesize comprehensive assessment data to identify problems, formulate goals/outcomes and develop plans of care for populations and communities using information from evidence-based practice
8. Apply epidemiological principles, concepts of public/community health, and knowledge of the community health nursing role in the care of groups, including high-risk populations.
9. Compare and contrast the health promotion needs of selected groups within the context of community.
10. Demonstrate responsibility and accountability for quality nursing care provided to populations and communities.
11. Apply the nursing process to the care of individuals, families, and groups in the community to promote health and wellness
12. Synthesize nursing, social and public health science concepts to provide culturally-tailored interventions appropriate to identified populations.

Program Student Learning Outcomes:

1. Integrate knowledge and skills in the provision of patient-centered care from liberal education base.
2. Integrate the necessary knowledge and skills in leadership, quality improvement and patient safety necessary to provide high quality health care.
3. Integrate best practices in scholarship for translating evidence into practice
4. Evaluate the use of nursing informatics from multiple perspectives within nursing practice.
5. Identify means by which professional nurses affect quality of health care delivery based on political, legal, ethical, and policy issues.
6. Analyze the role of the nurse in interprofessional communication and collaboration to improve patient outcomes
7. Utilize models and theories of clinical prevention and population health to perform nursing actions which optimize heath of a target population
8. Examine professional nursing from historical and contemporary perspectives, including the philosophy and theoretical foundations that define professional nursing practice.
9. Demonstrate reasoning at the level of a baccalaureate prepared nurse pertaining to membership in the profession, provision of patient care and advocacy.

Service Learning Student Outcomes:
1. **Diversity of communities and cultures:** Reflect on how own attitudes and beliefs are different from those of other cultures and communities. Exhibit curiosity about what can be learned from diversity of communities and cultures.
2. **Analysis of knowledge:** Connect and extend 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.
3. **Civic contexts/structures:** Demonstrate ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.
4. **Civic action and reflection:** Demonstrate independent experience and show initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.

Professional Standards and Guidelines:

The curriculum is guided by: American Association of Colleges of Nursing, (2021). [The Essentials: Core Competencies for Professional Education](https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf). Washington, DC. [https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf]

1. Domain 1- Knowledge for Nursing Practice.
2. Domain II- Person-Centered Care
3. Domain VII- Systems-Based Practice
4. Domain IV-Scholarship for Nursing Practice
5. Domain VIII-Information and Healthcare Technologies
6. Domain V-Quality and Safety
7. Domain VI-Interprofessional Partnerships
8. Domain III- Population Health
9. Domain X-Personal, Professional, and Leadership Development

The curriculum is also guided by: The Texas Board of Nursing, (2021). [Differentiated Essential Competencies of Graduates of Texas Nursing Programs](https://www.bon.texas.gov/pdfs/publication_pdfs/Differentiated%20Essential%20Competencies%202021.pdf).
[https://www.bon.texas.gov/pdfs/publication_pdfs/Differentiated%20Essential%20Competencies%202021.pdf]

- Member of the Profession
- Provider of Patient-Centered Care

- Patient Safety Advocate
- Member of the Health Care Team

Required Reading and Textbook:
Lippincott CoursePoint for Rector & Stanley (2022): Community and Public Health Nursing

Go to the following link: https://lippincottdirect.lww.com/NursingEducation-TexasAMCentralTexasKilleen-Fall2022

NOTE: **ISBN: 9781975178253
Purchase of the CoursePoint content includes the electronic textbook. Do not purchase a hard copy of the Rector textbook.

Recommended Learning Materials

Reading materials posted to Canvas course site

American Psychological Association (2020). *Publication manual of the American*

   Psychological Association (7th ed.). Washington D.C.: Author. ISBN: 9781433832161

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

See link: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

COURSE REQUIREMENTS

See the course schedule for due dates on all assignments

   Required Synchronous meetings
1. MS Teams beginning of course session (completion grade). Choose a date/time to attend an online synchronous learning session. Perform the required system check to log onto MS Teams to meet with other students and faculty to review course syllabus and requirements.
2. Service Learning Project Presentation—see calendar for all dates. MS Teams PowerPoint Presentation to Faculty, due no later than December 5, 4:00 PM.

Grading Criteria Rubric—See Canvas for detail of each category and individual assignments.

Service-Learning Project   40%
Course Discussions Boards & Video Cases   30%
CoursePoint Interactive Modules Pre and Post Quiz Averages   30%
Service-Learning Project Time Log   Complete/Incomplete
*(You must complete 45-hours of Service-Learning hours with 24 of those hours in face-to-face contact at your community site. If you do not complete this requirement, you will not pass the course)

Total   100%

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

*Note, grade of 70 or higher required to pass all nursing courses.

You must submit your completed Service-Learning Project field work log of hours to receive your final grade.

Please see the Service-Learning Project section of this syllabus for an explanation of this log. The log is located in the rubric section 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 if approved by faculty. After three days, a grade of 0 will be entered into the gradebook for that assignment. This includes all quizzes, discussion boards, project components 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 of Grades:
All student grades will be posted on the Canvas Grade book. Students should monitor their grading status often and report to the instructor any discrepancies. Quiz and exam grades taken through Canvas are posted upon successful submission. Faculty graded assignments and discussion

posts will usually be posted within 7 days after the due date and time.

Grading Policies
The Operation of the Online Course and Being an Online Student
Online learning requires students to be very self-disciplined. For this course, Monday will be considered the first class day.
<mark>Initial discussion board postings are due on Thursday at 2359 of the appropriate week with responses due by the following Sunday at 2359.</mark> All other assignments such as quizzes and written work will be due as posted in Canvas.
Ten points will be taken off for each day for late submissions and will not be accepted after three days.

Statement on Late Assignments
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 (72 hours), 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.

Since this is a five semester credit hour course, expect to spend at least five hours a week on your computer and reading. Study time and time for assignment completion will be in addition to that time. The course should be accessed on Canvas at least 3-4 times a week.

Quizzes for this course are used as "learnings" more than testing knowledge. You will have a limited amount of time to complete, with three attempts. So, plan ahead, complete the readings first, and set aside time to complete the quiz.

Be sure to submit assignments, discussions, or any other types of assignments in the correct place within Canvas or in the Lippincott eCourse materials as directed.

COURSE OUTLINE AND CALENDAR

Texas A&M University -Central Texas		NURS 4506: Community Nursing	Fall 2022
Week	Reading Chapter/Topics	**CoursePoint Activities**	**Service-Learning & ASSIGNMENTS**
Module 1 8/22/22- 9/11/22	Nursing in the Community • *Chapter 1*—The Journey Begins: Introduction to Community Health Nursing	READ and Complete Pre and Post Module Quizzes for each in Lippincott CoursePoint • Module 1.1: The Role of Public Health Nursing • Module 1.2: History of Public Health Nursing • Module 1.8: Three Levels of Prevention	1. Purchase and Review Rector & Stanley (2022) Community Public Health in Lippincott CoursePoint 2. Read and acknowledge syllabus, due 8/28/22 3. Introduce yourself and reply to two peers Original post due: 8/25/22 at 1159

	• *Chapter 3*--History and Evolution of Community Health Nursing
	• *Chapter 5*—Transcultural Nursing
	• *Chapter 15*—Community as Client
		• Module 3.2: Assessing Communities
		• Module 3.3: Using Screening for Community Assessment
		• Module 3.5: Cultural Awareness and Assessment
		• Module 5.1: Developing a Community Diagnosis
		• Module 5.5: Public Health Intervention Wheel and the Levels of Prevention
		• Module 6.4: Evidence-Based Practices in the Community Setting
		• Module 6.6: Forming a Clinical Question
		Only Quiz results with a date/time stamp as shown in CoursePoint are credited and Complete, due <mark>September 11 @11:30pm</mark>
			TWO peer responses due 8/28/22
			
			4. Respond in the assignment for choice of date to attend MANDATORY MS Teams meeting by August 28 at 11:59pm
			*Meeting options (<u>only attend 1</u>):
			  a) Tuesday, 8/30/22, @1200
			  b) Wednesday, 8/31/22, @2000
			  c) Thursday, 9/1/22, @0800
			
			5. Discussion Board 1: Transcultural Nursing in the Community.
			DB #1 Due:
			Original post: 9/1/22 at 11:59PM
			TWO peer Reponses: 9/4/22 at 11:59 PM
			6. You should have a community-site mentor by the end of this module.

Module 2 9/12/22- 10/2/22	• *Chapter 2*—Public Health • *Chapter 4*—Evidence-Based Practice and Ethics • *Chapter 7*— Epidemiology in the Community • *Chapter 8*— Communicable Disease • *Chapter 9*— Environmental Health and Safety	READ and Complete Pre and Post Module Quizzes for each in CoursePoint • Module 1.9: Ethical Principles of Social Justice • Module 6.1: Evidence-Based Resources for Public Health Nursing • Module 6.2: Searching Best Practice Evidence • Module 6.3: Critical Appraisal and Evaluation • Module 2.1: Environmental Health and Risks • Module 2.2: Home, Work, and Community Hazards • Module 2.3: Environmental Influences on Genetics • Module 2.4: Using the Nursing Process to Promote Environmental Health • Module 3.7: Exploring Causal Relationships in Epidemiology • Module 3.9: Communicable Diseases in the Community • Module 5.7: Environmental Interventions • Module 6.5: Biostatistics as a Community Health Tool	1. Critique of Health Education Media, due 9/25/22 by 11:59pm 2. HIPPA Training for TAMUCT students, due 10/2/22 @ 1159. 3. DB regarding your community needs and information. DB #2 Due: Original post: 9/29/22 at 11:59PM TWO peer Reponses: 10/2/22 at 11:59 PM 4. *You should have established your community site and start your face-to-face interactions* HIPPA must be completed before interacting with any clients.

			Only Quiz results with a date/time stamp as shown in CoursePoint are credited and Complete, <mark>due 9/18/22 by 11:30pm</mark>	
Module 3 10/3/22- 10/23/22	• *Chapter 11*—Health Promotion Through Education • *Chapter 12*—Planning, Implementing, and Evaluating Community/Public Health Programs • *Chapter 13*—Policy Making and Advocacy • *Chapter 15*- Community as Client (Windshield Survey)		READ and Complete Pre and Post Module Quizzes for each in CoursePoint • Module 1.7: Nurses as Advocates: Current Laws Guiding Public Health Nursing Practice • Module 4.1: Types of Health Education • Module 4.2: Low Health Literacy and Its Impact • Module 4.3: Tools for Addressing Low Health Literacy • Module 4.4: Needs Assessment for Community Health Education • Module 4.5: Learning Domains and Teaching Strategies • Module 4.7: Group Health Education • Module 4.8: Evaluating Community-Based Health Education • Module 5.2: Public Health Intervention Wheel • Module 5.3: Behavioral Change for Health Promotion • Module 5.8: Using Health Policy for Health Promotion Only Quiz results with a date/time stamp as shown in CoursePoint are credited and Complete, <mark>due 10/9/22 by 11:30pm</mark>	1. Discussion Board-Video Cases Health Literacy, Due Original post: 10/13/22 at 11:59PM TWO peer Reponses: 10/16/22 at 11:59 PM **2.** Windshield Survey and Key Informant interviews. Due Original post: 10/20/22 at 11:59PM TWO peer Reponses: 10/23/22 at 11:59 PM 3. You should be continuing to work on your service-learning community site. You MUST have 24-hours of face-to-face (F2F) time with clients, total 45-hours. Update your practicum log and have the site mentor sign when F2F.
Module 4 10/24/22- 11/6/22	• *Chapter 6*—Structure and Economics of Community/ Public Health Services • *Chapter 28*—Public Settings • *Chapter 29*—Private Settings • *Chapter 16*—Global Health Nursing • *Chapter 25*—Behavioral Health in the Community (V) • *Chapter 26*—Working With the Homeless		READ and Complete Pre and Post Module Quizzes for each in CoursePoint • Module 1.3: The Role of Government in the Health of Its Citizens • Module 1.5: Understanding Health Care Financing • Module 1.6: Publicly Funded Health Care Programs • Module 1.10: Interrelationships of Systems	1. DB 4: Public versus Private Health Care Agencies, due 11/6, 11:59 pm 2. DB 5: Global Health 3. You should be continuing to work on your service-learning community site. You MUST have 24-hours of face-to-face (F2F) time with clients, total 45-hours. Update your practicum log and have the site mentor sign when F2F.

		Module 3.8: Data Sources and Methods in Epidemiologic Investigative Process **Only Quiz results with a date/time stamp as shown in CoursePoint are credited and Complete, due 10/30/22 by 11:30pm**	
	• *Chapter 27*—Rural, Migrant, and Urban Health Care		
Module 5 11/7/22- 11/20/22	Promoting and Protecting the Health of Populations (Includes Developmental [D] and Vulnerable Populations [V]) AND Disasters • *Chapter 19*—Maternal-Child Health (D) • *Chapter 20*—School-Age Children and Adolescents (D) • *Chapter 21*—Adult Health (D) • *Chapter 25*—Behavioral Health in the Community (V) • *Chapter 17*—Disasters and their Impact	Video Cases in CoursePoint for Assignments 1. Submit word document for two of the Video Cases, due 11/13/22 by 11:30 PM CoursePoint Video Cases – Choose 2 to Complete • Teen Maternal-Child Health • Behavioral Health and Substance Use • Client With Disability • Health Promotion: Childhood Obesity • Health Promotion: Workplace Wellness • Mental Health 2. READ and Complete Pre and Post Module Quizzes for each in CoursePoint • Community Module 8.1: Types of Disaster • Community Module 8.2: The Disaster Management Cycle • Community Module 8.3: Working Together to Prevent, Prepare, Respond, and Recover • Community Module 8.4: Resources for Vulnerable Populations in a Community • Community Module 8.5: Emergency Preparedness and Response • Community Module 8.6: Allocation of Resources **Only Quiz results with a date/time stamp as shown in CoursePoint are credited and Complete, due 11/13/22 by 11:30pm**	1. DB: Engaging in Healthy People 2030 Preparedness. Original post due 11/17/22 by 11:59pm. Two peer replies due 11/20/22 by 11:59pm 2. You should be continuing to work on your service-learning community site. You MUST have 24-hours of face-to-face (F2F) time with clients. Update your practicum log and have the site mentor sign when F2F, total 45-hours. 3. *You should have started your PPT presentation for your community-service Practicum*
Module 6 11/21/22- 12/9/22 Thanksgiving break 11/24-11/25	• Chapter 15 – Community as Client. Applying the Nursing Process. Review section on evaluating implemented health improvement plan	READ and Complete Pre and Post Module Quizzes for each in CoursePoint • Module 7.2: Program Evaluation • Module 7.3: Four Program Evaluation Models	1. DB: Community Education Information. Original reply due 11/27/22 by 11:59pm. 2. DB: Community-Service Peer Feedback. Original post due 12/1/22 by 11:59pm

	• *Chapter 10*-Communication, Collaboration and Technology	• Module 7.4: The Steps of an Evaluation Process • Module 7.6: Benefits of Evaluation Only Quiz results with a date/time stamp as shown in CoursePoint are credited and Complete, <mark>due 11/27/22 by 11:30pm</mark>	ONE peer replies due 12/4/22 by 11:59pm. 3. Community-Service Presentation due 12/4/22 by 11:59pm. 4. Service Learning practicum hours are due 12/4/22 by 11:59pm 5. Evaluation of Mentor/Point of contact, due 12/8/22 by 11:59pm **You must have the log completed with a minimum of 45 hours to pass the course**

Important University Dates:

https://www.tamuct.edu/registrar/academic-calendar.html]

TECHNOLOGY REQUIREMENTS AND SUPPORT for LIPPINCOTT COURSEPOINT

CoursePoint Student User Guide is provided in the Course. To use Lippincott CoursePoint, students must have access to the internet and an up-to-date browser. See the link https://download.lww.com/thepoint/help/thepoint_systemrequirement.pdf for the current system requirements for the product.

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

   Username: Your MyCT email address. 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.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

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

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 Warrior Center for Student Success, Equity 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 Canvas page (log-in required)
[https://tamuct.instructure.com/courses/717]

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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. 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://www.tamuct.edu/student-affairs/student-conduct.html].

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

Drop Policy

If you discover that you need to drop this class, you must complete the Drop Request Dynamic Form through Warrior Web.

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlsso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612].

Faculty 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. Once you submit the completed 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.

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, 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 Student Affairs [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.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 virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote 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 online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments/?g=6956) [https://tamuct.libcal.com/appointments/?g=6956]. 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)
[http://tamuct.libguides.com/index]

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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-to-one session with a trained and experienced writing tutor by making an appointment via [WCOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

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 TAMUCT, 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 Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

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/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the referral online

[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team website for more information [https://www.tamuct.edu/bit]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

Dress Code with Community Service-Learning Point of Contacts and Agencies
Policy as stated in the BSN Student Handbook:

 Dress Code for Community Agencies and delivering Service Learning Project
There may be times when you interact with members of the community in order to complete class projects. During these times, business casual professional dress is required. Examples include:
- **blouses/shirts without messages (no T-shirts or tank tops)**
- **dresses or long pants/slacks (no shorts, short skirts)**
- **closed toed shoes (no flip flops)**
- **Scrubs are acceptable only the work place badge/ID card is removed (for your privacy and to avoid representing your individual work place)**

INSTRUCTOR POLICIES.
MS Teams Presentations
Students are required to have access to MS Teams for group work or requested meetings throughout the course with both audio and visual participation for each MS Teams meeting.

Additional Research
Self-guided research and material search will be required throughout the course.
Several assignments will require additional research for supportive material through the use of outside resources. Students are required to follow APA citing/referencing and copyright guidelines.

Power Point Presentations
All student presentations require audio narration. Presentations without audio will not be accepted.

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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July 21, 2022

APPENDICES—RUBRICS

Discussion Board (DB) Rubric

Discussion Board (DB) Rubric		
Criteria	**Ratings**	**Pts**
This criterion is linked to a Learning OutcomeContent Understanding (comprehension of the content under discussion)	**5 pts** **Full Marks** The student understands significant ideas relevant to the issue under discussion. This is indicated by correct use of terminology, precise selection of the pieces of information required to make a point, correct and appropriate use of examples and counterexamples, demonstrations of which distinctions are important to make, and explanations that are concise and to the point. • Information and knowledge are accurate. • The student elaborates statements with accurate explanations, reasons, or evidence. **3 pts** **Partial** Ideas are reasonably clear, but the listener needs to make some guesses as to what the student meant. • Some vocabulary is used correctly and some is not. • Ideas are correct but not concise. • Contributions to the group are generally supported by some facts, examples, analogies, statistics, and so forth, but there's a sense that more is needed. **0 pts** **No Marks** The student uses foundational knowledge incorrectly. • The student struggles to provide ideas or support for ideas. • Ideas are extremely limited or hard to understand. • The student has difficulty understanding themes and distinguishing main ideas and supporting details. • Terminology is used incorrectly	5 pts

This criterion is linked to a Learning OutcomeReasoning Ability to use the content to explore an issue, answer a question, make a decision, or discuss a point	**5 pts** **Full Marks** 5.0 pts • The student actively stimulates and sustains inquiry by asking thoughtful questions. • The student has a clear idea of the topic under discussion and sustains inquiry until in order to explore relevant issues. • The student stipulates claims or definitions (e.g., "For our discussion, let's agree that prior knowledge refers to BOTH overall and specific knowledge."). • The student recognizes values or value conflict as things that form the assumption basis of arguments and recognizes when it is important to acknowledge these values. • The student argues by analogy. • The student recognizes the accuracy, logic, relevance, or clarity of statements. . • The student distinguishes fact (evidence) from	**3 pts** **Partial** The student relies on the momentum of the group to motivate inquiry. • The student generally distinguishes fact from opinions. • The student may be repetitive with comments. • The student takes a position but with little evidence or explanation	**0 pts** **No Marks** The student accepts the thoughts of other without much thought. • The student jumps randomly from one aspect of an issue to another. • The student provides little relevant information or contributes little to the discussion. • Opinions may be stated as facts. • The student shows little evidence of understanding the topic under discussion and how to sustain the inquiry to adequately explore issues related to it. • There is little sense of which information is of most importance.	5 pts

	opinion. • The student summarizes points of agreement and disagreement to set the stage for further movement; the student knows when such summaries are useful.		

This criterion is linked to a Learning OutcomeInteraction with Others				5 pts
	5 pts **Full Marks** The student initiates the dialogue with thoughtful and reflective comments and questions. • The interactions of the student are appropriate for RNs in a baccalaureate program. • The student acknowledges the statements of others in a way that builds a consecutive interchange between participants. • When disagreeing, the student does it respectfully. The nature of the disagreement is stated and an invitation to respond extended. • The student encourages a variety of points of view.	**3 pts** **Partial** The student attends to the discussion but contributes little evidence, new knowledge or ideas. • The student's contributions do not detract from the discussions. • The student participates in the group but does little to involve others or encourage others to think critically.	**0 pts** **No Marks** The interactions of the student are inappropriate for RNs in a baccalaureate program. • The student makes irrelevant or distracting statements. • Some comments are unconstructive and non-courteous. • The student does not contribute to the discussion. • The student appears unaware of cultural differences in conducting discussions. • Discussion does not take into consideration the ideas/comments by the group; there is little attempt at collaborative thinking.	

Discussion Board (DB) Rubric		
Criteria	**Ratings**	**Pts**
This criterion is linked to a Learning OutcomeWord choice and clarity	**5 pts** **Full Marks** The student uses precise vocabulary without 'wordiness'. Words are purposefully chosen to make a point. • The student uses language that others in the group will understand, avoids use of jargon/slang. • The student defines or clearly explains language or concepts that might be unfamiliar to others. **3 pts** **Partial** The student uses general vocabulary and tends to express ideas wordily. • Although correct, language might not be equally understandable to all members of the group. **0 pts** **No Marks** The student uses language that others in the group are unlikely to understand. • Ideas appear disproportionately lengthy and are difficult to follow. • Language choices are vague, abstract, or trite. Jargon/slang may be used when more precise language is needed.	5 pts

Discussion Board (DB) Rubric

Criteria	Ratings			Pts
This criterion is linked to a Learning OutcomeMechanics. APA & Effective Writing	**5 pts** **Full Marks** The student shows mastery of academic English. • The student does not misspell words nor make grammatical errors. Correct use of APA without errors, including in-text citations and References list.	**3 pts** **Partial** The student occasionally misspells words and makes grammatical errors. No more than two APA errors within in-text citations and/or in References list.	**0 pts** **No Marks** The student frequently misspells words and makes grammatical errors. Makes 3 or more APA errors in in-text citations and/or the References list.	5 pts

Total Points: 25

nstructor will average pre and post quiz points per module and import from CoursePoint for this grade. **Note:**

Only Quiz results completed by the due date as shown in CoursePoint are credited and Complete.

Example: The image below shows three results: The student earned a 100 on the module pre-quiz for Module 1.06; a 20 on the post-quiz for Module 1.08: the student did not complete the interactive slides for Module 1.08 (circled in yellow), - therefore the student earns **no credit for quizzes in Module 1.08. Students must complete pre-quiz, view and**

respond to all of the interactive slides, and complete the post-quiz to receive a grade.