TEXAS A&M UNIVERSITY - CORPUS CHRISTI

College of Nursing and Health Sciences

NURS 4660 NURSING CARE OF COMMUNITY AS CLIENT eLine

FACULTY: Kathleen Crane, MSN, RN, BC, CNE
Rita Rushing, MBA, MS

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<th>FACULTY</th>
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College of Nursing and Health Sciences (CONHS) FAX: (361) 825-2484
CREDITS: 6 credit hours

PREREQUISITES: Prerequisites: NURS. 3614, 3318, 3435

Course Description:

Explores Community Health Nursing, focusing on historical development, philosophy, health care systems, epidemiology, and specific target groups. Primary, secondary and tertiary prevention activities are emphasized as they relate to individuals, families, and aggregates. Applies theoretical and empirical knowledge in using the nursing process in community settings to promote, maintain and restore health. Focuses on trans cultural nursing concepts, rural and home health care delivery. Progressively more independent behaviors are expected of students in community health practice. Diverse roles of the community and public health nurse are examined and a community assessment is completed using research and data processing skills.

Conclusion of this course requires successful completion of a HESI (Health Education Systems Inc.) exam. Contact the eLine Advisor for details about arranging to take this exam when you register for this course.

Course Objectives with examples of outcome criteria:

1. Identify the philosophy, goals, past, present and emerging roles of community-oriented nursing practice.

   - Distinguish between public health, community health and community-based nursing practice.
   - Describe the historical development of public health, public and community health nursing and the transformation of the health care system domestically and globally.
   - Compare and contrast ethical theories and principles inherent in the core functions of community-oriented nursing practice.
   - Describe laws and functions of government that affect community-oriented nursing practice, health policy and health care delivery.
• Compare organizing theories, conceptual models and paradigms applied to community-oriented nursing practice.

2. Apply a systematic approach to defining the concept of community as a client and for assessing and analyzing community health status.

• Explain the epidemiological approach to understanding disease, and identifying the causes of disease.
• Interpret the use of epidemiology in determining indicators of community health status and indicators of risk.
• Explain the relationship between the environment and human health and disease.
• Analyze the relationship between primary health care, health promotion, disease prevention.
• Identify methods to assess the health risks of individuals, families, Aggregates, communities and cities.
• Identify population-based educational objectives that serve as a guide for community health education programs.
• Identify community resources integral to community health objectives.
• Analyze the relationship of evidence-based practice to community-oriented nursing practice.

3. Analyze family health promotion and disease prevention strategies across the lifespan.

• Analyze family structures, functions, behavioral patterns, needs, tasks and coping mechanisms.
• Relate individual and family health to community health.
• Describe community-oriented approaches to family health risk reduction.
• Apply primary, secondary, and tertiary prevention strategies to family and community-focused mental health problems.
• Use the epidemiological method to evaluate the effectiveness of health services.

4. Explain the transactional nature of health status.

• Analyze trends that have influenced vulnerability within certain population groups and social attitudes toward vulnerability.
• Summarize the relationship of genetic, social and cultural variables to the health status of communities and population groups.
• Identify social and cultural barriers to accessing the health care system for population groups, locally, nationally and globally.
• Identify how community organizations (voluntary, governmental, business, labor, and faith based) collaborate, prepare for, and respond to disasters and bio-terrorism.

**Clinical Objectives**

1. Apply the nursing process in the community oriented care of selected families, groups and communities.

• **Assessment**
  - Use the epidemiological method to identify the health status of the population to which the family belongs, understand the determinants of health and disease in the communities where the family resides, and investigate and evaluate interventions to prevent disease and maintain health of the family.
  - Use a social science theoretical framework to assess the physical; developmental, environmental, psychosocial, and spiritual influences on the family within the community.
  - Identify potential and actual stressors and risk factors that influence client/family/community system.
  - Assess behavioral patterns, needs, coping patterns, and resources of the client/family system.
  - Identify and resolve differences in health perceptions of the caregiver and client; family and community.

• **Diagnosis**
  - Identify actual and potential risk factors affecting the family.
  - Employ diagnostic criteria for early detection of health problems.
  - Collaborate with the client, family to define and prioritize problems.
  - Analyze the natural history of disease in determining the etiology of health problems.
  - Identify the nursing needs of clients.

• **Planning**
  - Encourage client/family responsibility for setting goals and implementing health care practices – including health promotion, disease prevention, health care and restoration.
  - Contract with the client to develop a plan of care based on identified needs and resources.
  - Identify long-term and short-term goals that are consistent with identified problems.

• **Implementation**
  - Assist the family to use primary, secondary or tertiary methods of intervention.
  - Demonstrate self-reliance in working interdependently.
  - Participate actively with families in meeting health needs.
• Base nursing practice decisions on evidence-based research
• Implement a health teaching plan appropriate to the learner.

Evaluation
• Mutually evaluate, reassess, and summarize progress toward goals at regular intervals.
• Make decisions to modify, renegotiate, or terminate nursing activities in collaboration with client and family.

2. Apply the group process in community-oriented nursing practice.

• Use interpersonal skills which facilitate effective group process.
• Participate in planning, implementing, and evaluating team activities.
• Evaluate group effectiveness and makes recommendations for improvement.
• Evaluate personal, leadership, group, and problem-solving behaviors.

3. Communicate sensitivity and respect in caring for clients, families, communities and groups.

• Practice client-centered communication, focusing on client-identified needs rather than provider-identified problems.
• Express positive feelings for individuals families and communities with regard to cultural beliefs, values, norms and expressions.
• Respond with empathy to individuals’ and families’ expressions of feelings and coping behaviors.
• Display a nonjudgmental attitude toward individuals families and communities with regard to their needs, characteristics, and feelings.

4. Synthesize learning from the biological, psychological, and social sciences into the nursing process to promote community focused health in families and groups.

• Modify the nursing process in selected nurse-family situations to promote, maintain and restore health.
• Integrate knowledge of developmental/situational crises into nursing care of selected families.
• Integrate research findings into community focused nursing practice decisions in the community.
• Assess the community health needs of an identified neighborhood from a social systems perspective.
• Apply a systematic method of documenting and evaluating client/family care.
• Apply the teaching/learning process to families and groups.
• Evaluate community-focused nursing roles in the community.
• Apply the principles of primary, secondary and tertiary prevention in the community setting.
5. Accept responsibility for independent professional judgments and behavior.

- Evaluate personal strengths and limitations in relationship to professional behavior.
- Validate nursing actions on the basis of professional standards and accepted research findings.
- Demonstrate self-reliance in working independently and interdependently.
- Identify ethical and legal principles relevant to community nursing.
- Demonstrate safe and competent practice.
- Demonstrate accountability for behavior.

eLine Modules

PRB 206: Introduction to Community Health Nursing
PRB 217: National and International Health Care Systems
PRB 218: Foundations of Community Health Nursing
PRB 219: Caring for Individuals and Families in the Community
PRB 220: Community as Client
PRB 221: Care of Populations in Specialized Settings
CLB 203: Community Health Clinical

Modules listed below apply to more than one course in the curriculum. In eLine, this content does not need to be taken again. The grade for the completed module will automatically be applied to each course of which it is a part.

PRA101: Legal and Ethical Issues In Nursing
PRA102: Application of Current Literature and Research
PRA201: Therapeutic Communication
PRA204: Resource Organization

WEBSITE ACCESS: https://iol.tamucc.edu and eLine WebCT

Required Textbooks:

Available in student bookstore:

Learning Experiences and Teaching Methods:

Course objectives may be met through individual study using suggested resources, active involvement in classroom activities, formal, and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills. Teaching methods include lecture, seminar, discussion, small group work, independent study of texts and library resources, computer-assisted instruction, audio-visual aids and the assignments listed. While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of course objectives.

Student Class Responsibilities:

1. Students are expected to respect the learning rights of all others. Individual conversations, arriving late, sleeping during class, studying for another class during class/lab/clinical are unacceptable behaviors. Students who demonstrate any of these behaviors will be asked to leave class, clinical setting, or online environment. Cell phones and electronic devices will be turned OFF for the duration of class/clinical time.

2. As a 6-semester credit course, faculty expects 8-10 hours of independent preparation and study each week, in addition to class/clinical time. Preparation for all classes includes assigned readings for the scheduled topics, review of anatomy and physiology, review of assessment, and review of class notes from previous courses as applicable.

3. Permission to tape record (voice and or video) must be obtained from each lecturer prior to class. Clinical examples or examples from clinical experiences cannot be recorded due to patient confidentiality and HIPPA regulations.

4. Children are NOT permitted in the class/clinical setting at any time. (see University Student Handbook)

5. Laptops are permitted and encouraged for note taking and class research purposes only.

Class Policies:

Grading Policy:
Completion of NURS 4660 requires the successful completion of both theoretical and clinical components of the course. You must pass clinical to pass the class. If a student fails clinical, he/she will receive an F in the course, regardless of the theory grade. The unit exams and comprehensive final are custom HESI examinations. They are proctored, classroom exams and are required to be completed as a course exam.

Grading scale for TAMUCC, College of Nursing and Health Sciences is:

A 90 - 100
B 83 - 89
C 75 - 82
D 65 - 74
F 0 - 64

**Clinical Policy**

Clinical practice is the application of the theoretical component into the practice area. Clinical practice is comprised of the hospital/community experiences and the learning lab.

Clinical orientation is mandatory. Students who do not or cannot attend the complete orientation must make arrangements to make up these required clinical hours.

Students must adhere to the dress code of the agency/institution in which the clinical practice takes place. If a student is not properly attired, including the College of Nursing and Health Sciences ID badge and patch, the student will be dismissed from clinical for the day with NO credit for hours. Additionally, students are required to bring all equipment/materials needed to perform patient care and vital signs with them. Students are not allowed to leave the facility during the stated hours of clinical practice, nor be on the unit in student attire after clinical is over. Cell phones are allowed to be used when contacting your instructor during clinical hours. Student who must miss clinical for any reason and those students who fail to notify both their clinical instructor and their assigned nursing unit that they will not be in clinical, will receive an “F” in clinical for that day. Students who are dismissed for unprofessional conduct, unsafe nursing practice, or inappropriate attire will also receive an “F” for that day. A student who earns a total of two “F”s will receive a final grade of “F” in clinical.

Preparation for clinical practice is required. Students are expected to prepare for clinical and complete written assignments prior to the next clinical day. (Pediatric Data Base,
Medication sheets, Patho tree, Concept Map, Journal) Written assignments will be graded. Students are required to pass a minimum of three (3) concept maps during their Pediatric rotation. Clinical performance is grade pass/fail and is evaluated from a written standard clinical evaluation for the College of Nursing and Health Sciences.

**Academic Honesty**

Students entering the profession of nursing are held to the highest possible standards of ethical behavior. For this reason you will be asked to sign a pledge adhering to standards of academic and professional honesty. Please refer to the University catalogue, Student handbook, and CONHS Student handbook for descriptions of academic honesty and dishonesty. If you violate these rules you will receive an “F” in the course and may be dismissed from the program. Examples of violations of academic dishonesty are found at the end of this syllabus.

**Grade Appeals**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he/she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, please see University Rule 13.02.99.C2, Student Grade Appeals Procedures. These documents are accessible through the University Rules web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations***

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816.
Examples of Academic Dishonesty

Caution:

This list of behaviors is not inclusive of all possible violations. When in doubt about whether your actions may violate the Academic Honesty Pledge, please consult with your instructor.

Plagiarism:

1. In a paper or assignment, if you include material that you researched in a book, magazine, newspaper, and/or on the Web, you must cite the source.

2. You must cite the source in the BODY of the text AND in a Works Cited or Reference.

3. If you copy somebody’s test answers, take an essay from a magazine and pass it off as your own, lift a well-phrased sentence or two and copy and paste them without crediting the author or using quotation marks, or even pass off somebody’s good idea as examples of your own genius, you are committing plagiarism.

4. Plagiarism covers unpublished as well as published sources. This can mean borrowing another’s term paper, handing in as one’s work a paper purchased from an individual or off the Net, or submitting as one’s own any papers from living group’s, club’s, or organization’s files.

5. EVEN HANDING IN THE SAME PAPER IN MORE THAN ONE CLASS can be considered plagiarism. Always check with the instructor BEFORE doing this. Professors must cite themselves when writing up their research; you are held to the same standards as a “junior” researcher.

Other Forms of Academic Cheating:

These include, but are not limited to:

1. Consultation of textbooks, library material, or notes in examinations where such materials are not to be used during the test;

2. Consultation of cell phone text messages, PDA’s, programmable calculators with materials that give an advantage over other students during an exam;
3. Use of crib sheets or other hidden notes in an examination, or looking at another student’s test paper to copy strategies or answers;

4. Having another person supply questions or answers from an examination to be given or in progress;

5. Having a person other than oneself (registered for the class) attempt to take or take an examination or any other graded activity. In these cases all consenting parties to the attempt to gain unfair advantage may be charged with an Academic Honesty Pledge violation;

6. Deliberate falsification of laboratory results, or submission of samples or findings not legitimately derived in the situation and by the procedures prescribed or allowable;

7. Revising and resubmitting a quiz or exam for regarding, without the instructor’s knowledge or consent;

8. Giving or receiving unauthorized aid on take-home examinations;

9. Facilitating academic dishonesty: intentionally or knowingly helping or attempting to help another to violate the Academic Honesty Pledge;

10. Signing another student’s name on attendance sheets, rosters, scantrons;

11. Submission in a paper, thesis, lab report, or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate or knowing concealment or distortion of the true nature, origin, or function of such data or evidence;

12. Procurement and/or alteration without permission from appropriate authority of examinations, papers, lab reports, or other academic exercises, whether discarded or actually used, and either before or after such materials have been handed in to the appropriate recipient; and

13. Collaborating with others on projects where such collaboration is expressly forbidden, or where the syllabus states the default being one’s own work.