NURS 4660 001: Nursing Care of Community Health Client,

Texas A&M U- CC College of Nursing & Health Sciences CRN 81010

Faculty:  Karen S. Murray DrPH, MSN, RN - Clinical Associate Professor and Course Coordinator

Class Date/Time:  Spring Semester – Monday 1:00 to 3:50 PM
Location:  Island Hall Room 162
Office Hours:  Wednesday 10:00 AM to 1:00 P.M. & by appointment
Office Phone/Room:  (361) 825-2275   IH 332
Credits:  Six Semester Hours (3:9)

Course Description:  Explores Community Health Nursing, focusing on historical development, philosophy, health care systems, epidemiology, and nursing care of specific populations and groups in the community. Primary, secondary and tertiary levels of prevention are emphasized as they relate to the natural history of disease in individuals, families, and groups. Applies theoretical and empirical knowledge in community settings to promote, protect, maintain and restore health. Focuses on trans-cultural, 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.

Clinical Faculty Team:  Karen Murray, DrPH, MSN, RN (101)

Dee Dolan, RN, MSN (102)  Island Hall 336 H  Office Phone: 361-825-2613  Dee.dolan@tamucc.edu
Mary Ellen Miller, MSN, RN (103)  Island Hall 334  Office Phone: 361-825-6021  mary.miller@tamucc.edu

Sara Baldwin, PhD, RN, APHN-BC (104)  Island Hall 3340  Office Phone: 361-825-3439  Sara.baldwin@tamucc.edu
Kathleen Crane, MS, RN (105)  Island Hall 335  Office Phone: 361-825-2162  Kathleen.crane@tamucc.edu
Required Text:


Student Resources: Use the code provided in the textbook to access:
- Full Text Online
- Journal Articles
- Web Resources
- Spanish-English Audio Glossary

Other Required Reference:


Additional readings are assigned throughout the course.

Course Objectives and Learning Outcomes

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

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

3. Analyzes family health, health risks, health promotion and disease prevention strategies across the life span.

4. Explains the transactional nature of health.

Learning Experiences and Teaching Methods:

Blackboard support for this course consists of Syllabus, Schedule (subject to change) Calendar, Individual and Group clinical assignments, Lecture Power Points, Resources, Student Tools, Private Group Discussion Rooms, Case Studies, Blackboard Mail, Quizzes and Tests. Power Point lectures are located in course Blackboard Units.

Students are expected to respect the rights of all others in the classroom. Individual conversations, chatting online, text messaging, arriving late to class,
sleeping during class, working on online assignments, playing computer games, surfing the internet and studying for another class during classroom time are unacceptable behaviors. Students who demonstrate these behaviors are asked to leave class. Cell phones and pagers are turned off for the duration of the class. No children are allowed in class at any time.

Students are expected to complete all required reading prior to each class. As a 6-credit course, it is expected that students will spend 8-12 hours of independent study and preparation each week in addition to class time. Preparation for class includes assigned reading. **Students are held accountable for content from previous and concurrent courses. Questions related to content from previous or concurrent coursework may appear on quizzes or examinations.**

It is the student’s responsibility to obtain handouts, lecture notes, and class information in the event a class is missed. Taping of lectures is permitted upon request. Clinical examples or examples from clinical experiences cannot be recorded due to patient confidentiality and HIPAA regulations.

**Required** Individual and Group Classroom and Clinical Assignments supplement the lecture and class discussion. **Submit all** written assignments in Word t, 12 point font.

**Course quizzes/tests/exams** provide formative evaluation of learning. Located in the Assessment Tool, quizzes/ exams are open book and are based upon text chapter readings. Note the **date, time and length of time for each test/exam.** Once the quiz time is ended, you have no further access to that quiz.

Quizzes and Exams are given on the date and time posted with the assessment. Make-up exam/quiz is provided only in **extraordinary** circumstances. Students who are absent from an exam/quiz for any reason must call the course coordinator at least one hour **prior** to the exam/quiz. Students who do not call before an examination will receive a zero for that examination and will not be eligible to make-up the score except for extreme circumstances. Any make-up exam/quiz must be completed within two days of the original exam/quiz date or at the discretion of the course coordinator.

**Clinical application exam:** During the **first week of the clinical practicum,** a chapter quiz must be completed - this quiz is based upon the Harkness Chapter readings which relate to each unique clinical practicum setting, and nursing expectations.

**A Midterm Grade** is required for the course. A mid-term test is given to assess content mastery by the midterm of the course.

**The HESI Community Health Specialty Exam,** a web-based computerized nationally standardized test is required as the final exam for the course. You will have only one opportunity to take the HESI exam.
COURSE POLICIES and GUIDELINES:
Use Blackboard E-mail and Discussion Rooms for all communications related to the course. The Faculty Instructor will return all E-mail within 48 hours Monday through Friday - not on weekends.

COURSE OBJECTIVES may be met through individual study using suggested resources, active involvement in classroom activities, evidence based literature searches, exchange of ideas with classmates and colleagues regarding specific topics as well as use of critical thinking questions and case studies. While the professor and clinical faculty provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstrating mastery of course objectives.

Student Course Evaluations
The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data, which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses are posted online. This online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. In order to obtain a measure of reliability and validity, the College must have representative evaluation from a minimum of 70% of the course student body before final grades for the course are released to students. The College expectation is that students will thoughtfully participate in the evaluation process, which will assist the faculty with the growth of the specific tracks within the CONHS. A link to evaluations will be available before the end of the semester.

Academic Advising: The College of Nursing and Health Sciences require that students consult with an Academic Advisor regarding their degree plan and/or changes to their degree plan. The Academic Advisor will set up a degree plan and indicate plan is active by signing the plan. Once the plan is completed it will be filed in the student’s record. The College’s Academic Advising Center is located in Faculty Center room 166, and the Graduate Academic Advisor is Angela Speaker 361-825-5893, angela.huddleston@tamucc.edu

Class Cancellation: In the event that a class is canceled, the student is expected to do the readings and complete the objectives and quizzes for that day.

Late Work: Quizzes and assignments must be submitted by 11:00 p.m. of the due date. Except for excuses related to force majeure, late assignments are graded down by two points for each late day.
**Academic Integrity:**

Scholastic dishonesty will not be tolerated. See the TAMU University Student Handbook: Article III, section – B (Prescribed Conduct) for a complete list. As commonly defined, **plagiarism** is passing off as one’s the ideas, words, work, writing, etc. which belongs to another person. You are committing plagiarism if you copy the work of another person and turn it as is your own, even if the other person has given you permission. To avoid plagiarism - **Cite your sources.** All students are expected to abide by the Aggie Honor Code. Students should be aware of all Honor Council Rules and Procedures of the Honor council website at [www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)

**Statement Regarding Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Disabilities Services Office located in Driftwood Room101G. The phone number is 825-5816 or see the Web site: [http://disabilityyservices.tamucc.edu](http://disabilityyservices.tamucc.edu)

**Course Changes:**

Elements of the Course Schedule/calendar are subject to change. Changes will be announced on the Course Announcement Calendar.

**Attendance, Participation, and In-class activities** Attendance and participation is expected and given serious consideration in the final grades earned in this course. Participation includes being on time and prepared for class, and contributing to class discussion. Class activities, discussion posts, and assignments must be submitted for credit on the due date. If you have a problem preventing you from attending class, e-mail the professor prior to class. As per the Texas A&M University Student Rules and Regulations, the student is responsible for providing evidence to the instructor to substantiate the reason for any absence. See TAMU Student Rules and Regulations (#7 – Attendance) for a complete listing of authorized absences.

**Grade Appeal Process**

As stated in the College of Nursing and Health Sciences (CONHS) Handbook under section VII Policies and Procedures, a student that believes they have an academic grade appeal is encouraged to go though the CONHS academic review process prior to pursuing University Grade Appeal. See the handbook for the process.

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or 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, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal 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.

NURS 4660 Nursing Care of the Community as Client

Clinical Objectives and Learning Outcomes

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

1.1 Assessment:

- Uses the epidemiologic 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.
- Uses a social science theoretical framework to assess the physical; developmental, environmental, psychosocial and spiritual influences on the family within the community.
- Identifies potential and actual stressors and risk factors that influence client/family/community system.
- Assesses behavioral patterns, needs, coping patterns and resources of the client/family system.
- Identifies and resolves differences in health perceptions of the caregiver and client; family and community.

1.2 Diagnosis

- Identifies actual and potential risk factors affecting the family
- Employs diagnostic criteria for early detection of health problems
- Collaborates with the client, family to define and prioritize problems;
- Analyzes the natural history of disease in determining the etiology of health problems;
- Identifies the nursing needs of clients.

1.3 Planning

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

1.4 Implementation
- Assists the family to use primary, secondary or tertiary methods of intervention;
- Demonstrates self-reliance in working interdependently;
- Participates actively with families in meeting health needs;
- Bases nursing practice decisions on evidence-based research;
- Implements a health teaching plan appropriate to the learner.

1.5 Evaluation
- Mutually evaluates, reassesses, and summarizes progress toward goals at regular intervals.
- Makes decisions to modify, renegotiate, or terminate nursing activities in collaboration with client and family.

2. Applies the group process in community-oriented nursing practice
- Uses interpersonal skills which facilitate effective group process
- Participates in planning, implementing, and evaluating team activities
- Evaluates group effectiveness and makes recommendations for improvement;
- Evaluates personal, leadership, group, and problem-solving behaviors.

3. Communicates sensitivity and respect in caring for clients, families, communities and group
- Practices client-centered communication, focusing on client-identified needs rather than provider-identified problems;
- Expresses positive feelings for individuals families and communities with regard to cultural beliefs, values, norms and expressions;
- (c) Responds with empathy to individuals’ and families’ expressions of feelings and coping behaviors;
- (d) Displays a nonjudgmental attitude toward individuals’ families and communities with regard to their needs, characteristics, and feelings.

4. Synthesizes learning from the biological, psychological, and social sciences into the nursing process to promote community focused health in families and group.
- Modifies the nursing process in selected nurse-family situations to promote,
maintain and restore health.
- Integretes knowledge of developmental/situational crises into nursing care of selected families.
- Integrates research findings into community focused nursing practice decisions in the community.
- Assesses the community health needs of an identified neighborhood from a social systems perspective;
- Applies a systematic method of documenting and evaluating client/family care;
- (d)Applies the teaching/learning process to families and groups;
- Evaluates community-focused nursing roles in the community;
- Applies the principles of primary, secondary and tertiary prevention in the community setting.

5. Accepts responsibility for independent professional judgments and behavior

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

**NURS 4660 COMMUNITY HEALTH CLINICALPRACTICUM GUIDELINES**

The College of Nursing Clinical Evaluation states the following expectations:

*As a member of the profession, students:*

*Demonstrate behaviors consistent with professional values (such as preparedness, confidentiality, respect, caring, and reliability); participates in identifying own strengths and areas for further growth.*

As a provider of patient-centered care for diverse individuals, families, groups, communities and populations, students “incorporate effective and professional communication techniques, including negotiation and conflict resolution, to produce positive, professional working relationships, and collaborative skills to deliver evidence based care”.

The American Association of Colleges of Nursing has called for educators to examine and insure professionalism and civility among students in baccalaureate & other entry-level programs to “enhance professionalism and civility in nursing education”.

A fairly universal definition that takes social order, as well as personal sentiments into
account is: “civility - the extent to which citizens of a given culture speak and act in ways that demonstrate a caring for the welfare of others as well as the welfare of the culture”.

In Nursing Care of the Community as Client, students are assigned to clinical practicum groups for collaborative practice, team nursing care and group didactic assignments, in particular, a family and a community assessment. At the advanced senior level, every practicum group and student member is responsible to meet these professional expectations. Students who fail to demonstrate ethical behavior within each group for support, respect, civility, and collaboration incur grade penalties along with clinical warnings as described in the student handbook.

IT IS THE RESPONSIBILITY OF THE STUDENT to be sure that all health records, immunizations, CPR certification and Hospital Orientation are current and on file. These are required by the University, the college, and the clinical facilities to insure the health of students and patients. Students who do not have Hospital Orientation, current immunizations, CPR certification, liability insurance, background checks, and urine drug screening on file will not be permitted to attend clinical until their file is complete and current. The student will receive a clinical failure for every day clinical is missed. Each student is required to complete the 135 hours of clinical laboratory time. Clinical hours are documented weekly on a course clinical calendar provided in the practicum.

Clinical attendance is mandatory. Tardiness is unacceptable – clinical time lost must be made up in related clinical assignments and also is graded into clinical performance and participation. If you have an emergency and will be absent from the clinical site, you must notify the clinical professor and the agency prior to the absence. All absences require a makeup activity to meet clinical objectives and hours.

Standardized, acceptable dress wear in the NURS 4660 clinical practicum includes the College of Nursing uniform. Alternatively (for particular clinical exceptions) black, navy or khaki trousers and a ‘collared’ College of Nursing polo shirt are acceptable. Texas A&M University - Corpus Christi College of Nursing name tag is required during all practicum hours. A white lab coat may be required in some clinical assignments. Body piercing other than conservative earrings must be removed during clinical assignments. Body tattoos must be covered.

The Clinical Practicum requires the application of the theoretical knowledge and evidence based practice information into clinical assignments. Clinical performance is graded pass/fail and is evaluated on the basis of mastery of the course clinical objectives. If the student fails clinical, he/she receive an “F” in the course, regardless of theory grade. Clinical failure is based upon “Issues of Clinical Concerns” (College of Nursing Student Handbook) documented by faculty, witnessed and co-signed by the student.
Ten students are assigned to each clinical practicum section. Under the supervision of a College of Nursing Clinical Instructor, students make family home visits in pairs and always with a partner. Each student is expected to develop a family health assessment, and conduct a community health assessment, for written and public presentation. The community assessment is a direct application of the tools of epidemiology, evidence based literature and public health theory. The community assessment is a population focused analysis of the health status, needs and resources of the assigned community. Geographic areas, census tract summaries, demographics, morbidity and mortality data and other evidence are researched to develop an evidence based nursing diagnosis, plan, intervention and outcome evaluation for the community. The family assessment is a written report of the health assessment of a family assigned to the care of the student(s) from the practicum agency, and is based upon scientifically and theoretically based models of family assessment.

Each student is assigned a minimum of (2) two families for the assessment. Students contact the family on behalf of the agency and plan the home health visits. Faculty and agency staff may accompany students on home visits.

Student home visits are to be made only during agency work hours - no after hours visits are acceptable and constitute a violation of safety requirements of the practicum. Documentation of student itineraries are required for each visit activity during the practicum.

The definition and purpose of home visits must be related to the mission of the assigned agency and may include the following basic goals:

1.) Engaging is primary prevention, secondary screening and tertiary maintenance of illness, injury, or disability;

2.) Promoting adequate, effective care of individuals and families in their own homes who have specific medical problems related to illness or disability;

3.) Assessing and supporting efforts to enhance normal growth and development of family members across the life cycle.

4.) Teaching families in their own home and community settings about health promotion, disease prevention and health maintenance;

4.) Assessing and promoting healthful family and community environments;

5.) Participating in public health surveillance programs and surveys for official agencies;

6.) Identifying and advocating for family and community needs through formal and informal processes.
7.) Performing other activities as assigned by the agency nurse or supervisor.

A minimum of (5) five family home visits to agency assigned families is expected. The Clinical Professor accompanies each student on one home visit. The following pages include documents and forms are designed to promote professionally informed preparation and safety of students in the clinical practicum.

**NURS 4660 Student Travel Information:**

Each student who is driving a personal auto during the clinical practicum must complete and provide the instructor with the Student Travel Information form prior to beginning the clinical practicum experience in either paper copy or electronic form.

Texas A&M University- Corpus Christi
College of Nursing and Health Sciences

Name: ____________________ Contact Number__________________

Clinical Agency _____________ Contact Number__________________

Faculty Instructor ______________ Contact Number__________________

Driving Partner ______________ Contact Number__________________

Drivers License No. _____________________________

Auto Make __________ Model_________ Year ______  Color _________

License Plate Number _________________

Insurance Agency ____________________________

Insurance Policy Number _________________________

Person to notify in case of Emergency __________________________

Contact Number ____________________________

Semester / year ____________________________

Other Pertinent Information ____________________________
**NURS 4660 Student Itinerary Information**
Each student is required to complete and submit a daily itinerary form to the clinical instructor before travelling on any clinical assignment. Failure to account for your destination and return at the end of the business day constitutes a clinical warning from the instructor. A second violation is reported to the course coordinator and a third violation constitutes reason for dismissal from the practicum.

Texas A&M University- Corpus Christi  
College of Nursing and Health Sciences  
Daily Travel Itinerary

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<td>Student Name:</td>
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<td>Clinical Agency:</td>
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<td>Faculty Instructor:</td>
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<td>Driving Partner:</td>
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<td>Time of departure:</td>
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<td>Contact verification:</td>
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<td>2. Destination:</td>
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<td>Contact verification:</td>
<td>Method:</td>
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**NURS 4660 Weekly Clinical Record**: A weekly clinical activity record of practicum activities, dates and time spent in the assigned public/community health agency is completed by each individual student and submitted weekly to the instructor.

Texas A&M University - Corpus Christi
College of Nursing and Health Sciences
NURS 4660: Nurse as Provider of Care to Community Health Clients
Weekly Clinical Activity Record

<table>
<thead>
<tr>
<th>Name: ____________</th>
<th>Week of: _____________________</th>
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<table>
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<tr>
<th>Activity</th>
<th>Type of action (be specific)</th>
<th>Dates</th>
<th>Hours/time</th>
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<tbody>
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<td><strong>Clinical time:</strong></td>
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<td>At school/agency</td>
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<td>Family visits</td>
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<td>Other</td>
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<td><strong>Research:</strong></td>
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<td>Library, On-line</td>
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<td>Phone</td>
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<td>On-site (e.g., visits to agencies, government offices, etc.)</td>
<td>Identify agency.</td>
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<td><strong>Meetings:</strong></td>
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<td>Conference time</td>
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<td>Group meetings</td>
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<td>Partner meetings</td>
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<td>Other</td>
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<td><strong>Surveys:</strong> (Include actual survey time and documentation time)</td>
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<td><strong>Paper/project preparation:</strong></td>
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<td>(i.e., writing, typing, proofing, etc.)</td>
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<tr>
<td><strong>Travel time</strong> (does not include travel to and from the agency/school from home)</td>
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<td><strong>Other</strong> (specify)</td>
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<tr>
<td><strong>Total hours for week</strong></td>
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<td><strong>Running total</strong></td>
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**Reflection on the week –** (Essay report required for documentation of critical thinking and application of contextual learning during the week). Continue essay on reverse of this sheet.
CONSENT FOR STUDENT HOME VISITS Purpose and Information

As part of their learning experiences, TAMU-CC nursing students make home visits to patients and their families. These visits are for the purpose of providing the student with an opportunity to visit patients in their homes to assess their present health status and health education needs. Patients and their family members are given the opportunity to have questions about their health answered, and when necessary be referred for further health care. These visits in no way may replace or interfere with the primary health care provider’s recommendations or treatments. There is no charge for these visits. There is no risk involved to the patient or family members and any information will be kept confidential.

I, hereby give permission for the visits by TAMU-CC nursing students and understand that I can cancel these visits at any time. I understand the purposes, benefits, limitations, and confidentiality of these home visits.

Patient’s Signature                  Date

I verify that the above signed patient has been fully informed of the purposes, benefits, limitations, and confidentiality of the home visits.

Nursing Student:____________________________

Instructor’s Signature:_____________________

TERMINATION SUMMARY OF STUDENT HOME VISITS

Student Name:                        Patient's Initials:

Dates of home visits:                Summary:
Clinical Course Reports:

The FAMILY HEALTH ASSESSMENT

Family Assessment is the process community health nurses make to appraise family health care needs. The family assessment is holistic and includes examination of cultural, spiritual, and developmental needs with biopsychosocial needs.

Each student completes a family assessment based upon a study of one family assigned by the clinical agency and visited during the practicum. The family assessment report is a scientific manuscript developed to describe and summarize the clinical nursing assessments, nursing interventions and outcomes and must demonstrate application of the theoretical approaches to family health as defined in the professional literature and in the Harkness text, (Chapter 12 Family Assessment). You may also use Friedman Family Assessment Model (see BB Resources). The oral PPT presentation and written report is due to the assigned clinical faculty in each practicum. Criteria for evaluation of the Family Assessment follows:

Criteria for the Family Health Assessment Report:
Total possible points = 100

Names: ____________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Family assessment/data base – Introduction and purpose</td>
<td>20%</td>
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<tr>
<td>Family theoretical framework – literature review</td>
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<td>Family risks and indicators Genogram, and Eco Map,</td>
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<td>Family Nursing Diagnoses</td>
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<tr>
<td>Individual – member focus</td>
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<td>Family – components dimension</td>
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<td>Community – local and regional</td>
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<td>Nursing interventions</td>
<td>20%</td>
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<td>Individual and family</td>
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<td>Community and policy level</td>
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<td>Evaluation of Interventions</td>
<td>20%</td>
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<td>Individual and family</td>
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<td>Community and policy level</td>
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<td>Report Criteria</td>
<td>10%</td>
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<td>Logic, grammar, sentence structure, spelling, objectivity,</td>
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</table>
THE COMMUNITY HEALTH ASSESSMENT

This project is a clinical group assignment. This group paper is a comprehensive report reflecting theoretical study and practical analysis of the health (broadly defined) of the selected community population. Refer to Harkness Part Three Chapters 8, 9 & 10 for theoretical framework for the Community Assessment.

See the following criteria for the Community Assessment Report: Total possible points = 100
<table>
<thead>
<tr>
<th>Item</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Windshield Assessment\nDemographic, epidemiologic and vital statistics data</td>
<td>20%</td>
</tr>
<tr>
<td>Evidence-based literature review\nAnalysis of the communication systems\nAnalysis of socio-economic, politico-legal, cultural and religious dimensions</td>
<td>20%</td>
</tr>
<tr>
<td>Interviews with professionals and community members and leaders\nStatement of the aggregate community health nursing diagnosis\nAnalysis of the health care delivery system and health resources</td>
<td>20%</td>
</tr>
<tr>
<td>Outcomes and nursing interventions - (SMART)\nImplications of results and suggested policy changes/program changes</td>
<td>20%</td>
</tr>
<tr>
<td>Report Criteria: Logic, grammar, concision and objectivity - Grammarly &amp; APA format</td>
<td>10%</td>
</tr>
<tr>
<td>Public Presentation\nPPT Rubric\nAbility to raise and answer questions</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Comments/notes:
Format for Community Assessment Public Presentation

Introduction:
Describe the Community Agency where your practice occurred:
- Mission, purpose, location, primary population focus
- The nature of the community health activities: as population focused, population based, public health focused - include the level of prevention observed: primary, secondary, tertiary, combination (Harkness Ch. 1)

Development
Use the criteria for the Community Assessment to develop the body of your report.
- Visual illustrations (photos and slides) from the windshield Survey, maps and boundaries
- Presents census tract data, demographics, morbidity and mortality rates presented in tables. Table numbers, titles, figures, source citation and interpretations must follow epidemiologic conventions accurately and completely. Zip code data is not acceptable. *Numbers are meaningless.* Use rates or percentages for comparisons with the larger community – city, county, region, state or nation and provide epidemiologic and logical reasoning for the nursing diagnosis and intervention.
- PPT slides must follow conventions of size, font, readability, color, harmony and creative appeal for a professional audience. *(PPT rubric)*

Conclusion
- The conclusion of your discussion focuses on your interventions, evaluation and recommendations. Reference citations in APA format required.
- Acknowledgement of agency staff & the contributions of the interdisciplinary team. *(A letter of appreciation from the student group to the agency management and staff is expected)*

Further notes on professional presentations:
Public demeanor is affected by posture, gestures, grimacing & smirking.

**Phrases to avoid:**
‘Stuff like that’; ‘set up stuff’, the diagnosis ‘we came up with”; equating SES with ‘class (low, middle, upper’; ‘a lot of” in place of quantitative data; . . ummm. . . umm.
This presentation is an academic, science based report – make it resound authoritatively as senior students of the nursing profession.
Scoring Rubric for PPT Group Presentations – this rubric is used for both the Family Assessment Presentation (scheduled with the clinical instructor) and for the Community Assessment Presentation (scheduled by the course coordinator).

**Nurs. 4660 Project Power Point**

**SCORING RUBRIC**

<table>
<thead>
<tr>
<th>Item</th>
<th>Good (4 points)</th>
<th>Adequate (2 point)</th>
<th>Poor (1 point)</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Presentation of content</td>
<td>Discusses topic in orderly manner. Provides examples to illustrate. Shows good grasp of content.</td>
<td>Most topic discussion done in orderly manner. Shows adequate grasp of content.</td>
<td>Little or no order, too much or too little detail. Shows inadequate grasp of content.</td>
<td></td>
</tr>
<tr>
<td>3. Font</td>
<td>Consistent, readable</td>
<td>Some inconsistency</td>
<td>Inconsistent, not easily readable</td>
<td></td>
</tr>
<tr>
<td>4. Use of sound, media tools, animation</td>
<td>Adds to/enhances presentation</td>
<td>Overused on some slides or distracting</td>
<td>Not used, overused, distracting, detracts from presentation</td>
<td></td>
</tr>
<tr>
<td>5. Content per slide</td>
<td>No more than six lines per slide. Uses notes feature for more detailed explanations.</td>
<td>One to two “extra” lines on one to two slides. Occasional use of notes feature for detail</td>
<td>Too much content per slide. Little/no use of notes feature for detail.</td>
<td></td>
</tr>
<tr>
<td>6. Logical Presentation</td>
<td>Good</td>
<td>Adequate</td>
<td>Poor</td>
<td></td>
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<tr>
<td>7. First Slide</td>
<td>Includes title, group</td>
<td>Includes most</td>
<td>Absent or does not</td>
<td></td>
</tr>
<tr>
<td>number and individual names, course number and title, instructor name, date</td>
<td>elements</td>
<td>include many elements</td>
<td></td>
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<tr>
<td>8. Creativity</td>
<td>Good/appropriate for topic</td>
<td>Adequate</td>
<td>None</td>
<td></td>
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<tr>
<td>9. Citations and References</td>
<td>Consistently follows APA</td>
<td>Follows some APA points</td>
<td>Follows few or no APA points</td>
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<tr>
<td>TOTAL POINTS</td>
<td></td>
<td></td>
<td>/36</td>
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Notes:

Course Evaluation:

The assignments, tests and reports for this course are designed to evaluate your performance and the extent to which you demonstrate competencies in population-focused, evidence based community health nursing. If you have questions about how a particular assignment is intended to contribute to your professional development, please consult your faculty.

**NURS 4660: Course Grade**

| Course Assignments, & Participation | 10% |
| Course Exams | 25 % |
| Community HESI EXAM | 25% |
| Community Health Assessment | 25 % |
| Family Assessment | 15% |

**College of Nursing Grading Scale**

A = 89.5-100  B = 89.4-82.5  C = 82.4 -74.5  D = 74.4 – 66.5  F = Below 66.4