Texas A&M University - Corpus Christi

College of Nursing and Health Sciences

NURS: 4560 NURSING CARE OF COMMUNITY

RN-BSN-MSN SYLLABUS

SPRING 2016

FACULTY: Liz Sefcik, Ph.D., RN, GNP

OFFICE: Island Hall, Office 329

OFFICE HOURS: Monday, 1-5pm, Thursday 1-3pm and by appt.

TELEPHONE: 361-825-5857

EMAIL: Elizabeth.Sefcik@tamucc.edu
(Prefer email through Blackboard course)

FAX: (361) 825-2484

CREDITS: 5 semester hours (3:6)

PREREQUISITES: NURS 4318, AND NURS 4324

COURSE DESCRIPTION:

Explores community health nursing, focusing on historical development, philosophy, health care systems, epidemiology, and individuals, families and specific aggregate groups. Applies theoretical and empirical knowledge in using the nursing process in community settings to promote, maintain and restore health. Focuses on transcultural 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.

COURSE OBJECTIVES WITH SPECIFIC LEARNING OUTCOMES:

1. Identifies the philosophy and goals and past, present, and emerging realm of community nursing
   1.1 Distinguishes community nursing from other clinical nursing specialties
   1.2 Correlates community health nursing services with national health care goals
1.3 Compares appropriate ethical principles used in community nursing
1.4 Describes specific laws impacting community nursing practice
1.5 Compares selected nursing and non-nursing theories applicable to community nursing
1.6 Differentiates health promotion and disease prevention activities

2. Apply a systematic approach in defining community and assessing the health care needs of a client system.

2.1 Explains the epidemiological method
2.2 Describes theories and models of education applicable in the community setting
2.3 Identifies potential areas of research in community nursing
2.4 Discusses the impact of the environment on individuals and groups
2.5 Identifies specific community resources
2.6 Recognizes primary, secondary and tertiary strategies

3. Explains the transactional nature of health status.

3.1 Summarizes the relationship of genetic, social and cultural variables to the health status of an individual and a population.
3.2 Compares and analyzes health status differences among specific target groups.
3.3 Identifies social and cultural barriers and health disparities in the health care delivery system by specific target groups in the community.
3.4 Identify how community organizations (voluntary, governmental, and faith based) collaborate, prepare for, and respond to natural and man made disasters and bioterrorism.

4. Applies the nursing process in the unstructured setting of a virtual community, utilizing critical thinking and nursing theory(s).

4.1 Assessment:

a) Identifies potential and actual stressors that impact the client/client system;
b) Assesses behavioral patterns, needs, coping patterns and resources of the community.
c) Appraises the community within the context of psychosocial relationship characteristics, physical status, developmental characteristics and spiritual influences completely online in a virtual community.

4.2 Diagnosis:

a) Interacts online in the virtual community and with peers to define and prioritize problems;
b) Identifies the etiology of problems by stating community nursing diagnoses;
c) Indicates nursing needs of the community.

4.3 Planning:

a) Encourages consumer responsibility to set goals and implement health care online;
b) Contracts with the community/aggregate to develop a plan of care based on identified needs and resources;
c) Identifies long/short-term goals that are consistent with identified problems

4.4 Implementation:

a) Intervention is accomplished through primary, secondary, or tertiary modes;
b) Demonstrates self-reliance in working interdependently;
c) Participates in the professional paper with families online in meeting health needs;
d) Implements nursing practice decisions based upon appropriate research findings;
e) Implements a health teaching plan appropriate to an assessment of learner needs

4.5 Evaluation:

a) Mutually evaluates, reassesses, and summarizes progress toward goals at agreed upon intervals;
b) Makes decisions to appropriately modify, or terminate nursing activities in collaboration with consumer/client based on online interaction on the virtual island.

6. Synthesizes learning from the biological, psychological, and social sciences into the nursing process to promote health in aggregates and the community setting.

6.1 Modifies the nursing process in selected nurse-consumer situations to promote, maintain and restore health;
6.2 Integrates knowledge of developmental/situational crises into nursing care of selected aggregates and community areas.
6.3 Integrates research findings into nursing practice decisions in the community setting;
6.4 Assesses the health needs of an identified neighborhood from a social systems perspective;
6.5 Applies a systematic method of documenting and evaluating in the
community.
6.6 Applies the teaching/learning process to select groups or aggregates.
6.7 Evaluates selected diverse nursing roles in the community;
6.8 Applies the principles of primary, secondary, and tertiary prevention in
the community setting

8. Accepts responsibility for independent professional critical thinking and
behavior.

REQUIRED TEXTS:

Stanhope, M. & Lancaster, J. (2014). Foundations of Nursing in the Community:
Community-Oriented Practice. (4th ed) St. Louis: Mosby (Elsevier),

REQUIRED REFERENCE:


ELECTRONIC RESOURCES IN MARY AND JEFF BELL LIBRARY

GUIDELINES FOR FORM AND STYLE OF WRITTEN ASSIGNMENTS

Students are expected to follow instructions associated with the assignments for this
course. Students who are confused about an assignment should contact the faculty member in a
TIMELY MANNER to ensure satisfactory completion of the assignment on the date it is
due. Unless otherwise instructed, students should use the APA Publication Manual, 6th Edition
as a reference for formatting and organizing written assignments.

TIPS: Use of the grading criteria for Headings and Subheadings is REQUIRED for it
makes the paper easier to write and much easier to read. Second tip is that the paper will
only be graded one time. Our University has available information to help you with APA,
and with writing if you need assistance. To link to Casa, put
http://www.casa.tamu.edu/wc.php in the URL address, and register at WCONLINE.

COURSE REQUIREMENTS AND GUIDELINES

1. No assignments will be accepted after the due date @ m/n. Emergencies only previously
arranged with the faculty are acceptable. Students who did not turn in the assignment will earn a
grade of 0 for the missing assignment unless prior permission from the faculty is obtained even if
there is an emergency. Short extensions may be permitted ONLY through consultation with
faculty and only when extenuating circumstances interfere with a student's ability to meet
scheduled deadlines. You are expected to print out, organize and review your syllabus and calendar throughout the semester to ensure that you complete class assignments correctly and in a timely manner.

2. As with most undergraduate courses, superior performance on assignments can only be achieved through independent efforts, and study. Required readings provide a general framework for understanding topics relevant to this course. However, the required readings are insufficient to establish expertise on any topic. **Students are expected to read additional material on a topic from professional articles, Web resources, and professional organizations before completing most assignments.** Textbook material and Web resource references will warrant **10 points (both didactic and clinical)** on weekly discussion if you meet the criteria in the Discussion Team Rubric on the Information Page. Please review as you are in the discussion forum. If you would like to receive 10 points, then you must have read and referenced either of the following two references: professional journal articles and/or the required textbook.

3. The nature of the content of this course often promotes extensive debate during online discussion participation in your group on Blackboard 9.1. Because it is assumed students are prepared for the discussions, student’s contributions will be considered knowledgeable contributions on the subject. Two (2) to three (3) paragraphs summarizing and synthesizing your readings and others in your group are superior discussion ratings for the 10 points. This should be your ultimate goal to midterm--after that, you will be expected to have developed your discussion abilities to a better standard for future classes.

4. Students are expected to have access to the Internet **ALWAYS** so that they can participate in Blackboard 9.1 discussions and complete Web-based assignments using Word as the word processor. All assignments must be submitted using the Assignment Tool under Student Tools. (If your computer shuts down, and you are unable to get to the **PUBLIC LIBRARY**, then you must call and let the faculty member know, otherwise a 0 for the week will be given). **NO Exceptions** will be allowed.

5. Students are expected to complete a course evaluation prior to the distribution of final grades at the end of the course. **75% of student evaluations must be completed before final grades are released, so please alert to the evaluations for the course. Your feedback is most appreciated.**

Please refer back to the Attendance under Didactic Course Discussion. Please refer to the Discussion Rubrics in the Information Section of the Homepage for your guideline in participating in the discussion and online.

**Online Attendance**

**Didactic Course Discussion Board (15%)**

To be in attendance on this online class, you must post at least one Discussion on two (2) different days during each week (for a total of two discussions per week) in your designated discussion group. Each student every week will receive 0-5 points depending on your two discussion postings. At least one posting should be professionally referenced each week in APA.
The second one may be referenced or cite a practice-related experience in the community—not an acute care experience. The Online week begins on Wednesday and ends on the following Monday at m/n. If you are out of attendance for two weeks (consecutively or not) during an Online class, you will automatically be withdrawn from the class and will not be eligible for a grade unless previously discussed with your Faculty. Please do not post your two discussions in the Main or All, as your discussion will not be graded in those two sections and it will NOT count in the Main discussion, or in ALL. Please be aware of where you are posting. After each group/individual receives a grade, the discussion will be archived. You may go in that discussion area, and find your work at any time.

**Clinical Group Discussion Board: (15%)**
The Faculty member **WILL** have a clinical discussion in addition to the didactic group. Each student will be required to post in the clinical discussion for your group twice (2) a week for 0-5 points for a total of 0-10 discussion points for the week including both the didactic discussion and the clinical discussion. Each week's discussion will be the APPLICATION TO PRACTICE IN THE COMMUNITY coordinated with the course topics on the calendar for the week. For example: Week Two is Assessment of the Community. Your clinical discussion would be on your choice of the virtual community, and planning how to go about assessing. Your faculty will always be in the discussion and email sections for questions and answers. Please allow up to 24 hours for a response. Grades will be posted to Blackboard 9.1.

**ALL CLINICAL GROUPS WILL BE A VIRTUAL COMMUNITY HEALTH TAUGHT BY DR. SEFCIK. THIS MEANS THAT YOU WILL WORK AS A GROUP OF TWO TO THREE (2-3) ONLINE ON YOUR COMMUNITY HEALTH ASSESSMENT RATHER THAN IN THE ACTUAL COMMUNITY SETTING. IF YOU PREFER TO WORK ALONE, YOU MAY.**

**Communication:**

Students are expected to follow the following chain of communication and command:
• Read the syllabus/text for directions/clarification, etc.
• Discuss with peers
• Discuss with your assigned Faculty.
• Contact Faculty for any questions between 8-8pm.

**APA navigation link in Google search for Purdue OWL homepage.**

**LEARNING EXPERIENCES AND TEACHING METHODS:**

**FIRST PLEASE COMPLETE THE FOLLOWING SCAVENGER HUNT FOR YOUR 5 POINTS:** This is an individual assignment that should be submitted to your faculty via drop box under student tools the FIRST week.
Questions for Scavenger Hunt: 5% (http://owl.english.purdue.edu/owl/resource/560/01/)
The graduate listserv is on the College of Nursing and Health Sciences site and please
go to the CDC and Texas Department of Health.

Note: To answer the Scavenger Hunt questions students need to use:
- The required texts and resources
- The course syllabus
- The graduate listserv on the College of Nursing and Health Sciences
- The BlackBoard course
- The internet: http://www.iasted.org/conferences/formatting/Presentations-Tips.ppt
- www.google.com

1. 1. What does Purdue Owl site say about APA and the use of bullets?
2. 2. What are three criteria of significant discussion postings (syllabus)?
3. 3. Where can you find Purdue Owl and what assignment will it be helpful in completing?
4. 4. Where can you subscribe to the graduate listserv? (If you are RN-MSN track). If you are not graduate level, how do you stay connected with your peers?
   Please provide the link from the College of Nursing and Health Sciences. There is a link for each from current students.
5. 5. What kind of agency is the CDC, and Texas Department of Health? List three functions of each.
6. 6. Under what heading will you find the Assignment Dropbox?
7. 7. Define Plagiarism as defined in the TAMU-CC College of Nursing and Health Sciences Student Handbook, and two other sources. Reference your sources.

Course objectives are met through individual study using suggested resources, active involvement in website activities, formal and informal exchange of ideas with classmates and colleagues via WebCT regarding specific topics, as well as utilizing critical thinking skills. ANY DISCUSSION THAT YOU HAVE OVER THE PHONE WITH ANYONE--FACULTY OR STUDENTS WILL NOT BE GRADED---THE DISCUSSION FORUM IS TO BE USED FOR ALL DISCUSSION IF YOU WOULD LIKE TO BE GRADED or for the faculty member to follow your discussion for didactic and clinical.

Teaching and learning methodology include independent study of texts and library resources, computer instruction, website links, test questions, critical thinking and analysis tools. While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and providing measurable demonstration of meeting course objectives.

Grading Policy:
Completion of the didactic components of the course with a minimum average of 75% and successful completion of the virtual clinical online assessment will count as a percentage of your grade as follows below. The virtual clinical assessment, analysis and intervention will be
assigned a grade by the clinical faculty according to the criteria provided. Pass will be any grade 75 or above. **Grades are final. Student learners are responsible for contacting faculty in advance about any concerns that occur with them as the semester progresses.**

### COURSE REQUIREMENTS AND GRADING

#### COURSE GRADE COMPONENTS

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Scavenger Hunt</td>
<td>5%</td>
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| Discussion and Participation | 15% in Course Discussion  
| | 15% in Clinical Discussion  
| | Total of 30%         |
| Review Community/Agency assessment data tool with clinical faculty | Required, but not to be turned in |
| Part I & II | |
| Community Assessment Paper Analysis of Community Assessment | 35% of 100%  
| | 20% of 100%    |
| Part III Intervention Paper/Teaching | 45% of 100%  
| | Total Virtual Community Assessment is 65% |

#### GRADING SCALE

- **A** 90-100
- **B** 83-89
- **C** 75-82
- **D** 67-74
- **F** Below 66

**“Extra-credit Work”: Extra-credit work is not permitted in this course.**

#### ACADEMIC HONESTY

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity is an act of academic misconduct on an assignment or test will result in a zero (0) for that assignment or test.
DROPPING A CLASS

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the course. Friday, April 10, 2015, is the last day to drop a class with an automatic grade of “W” this term.

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 through 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 Website 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.

POLICIES:

Evaluation Input From Students

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 posted are online. The 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. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist
the faculty with the growth of the program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

**Academic Integrity and Honesty**

It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is intentionally, knowingly, or carelessly presenting the work of another as one’s own). Please see the following sites for additional information:

- University Student Handbook and Code of Conduct: [http://www.tamucc.edu/~students](http://www.tamucc.edu/~students)
- University catalog related to academic integrity and honesty: [http://catalog.tamucc.edu/](http://catalog.tamucc.edu/)

**Students with Disabilities**

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 contact the Disability Services Office at 361.825.5816 or visit the office in CCH 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disabilities Services office for assistance at (361) 825-5816.

**Title IX**

As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

**Active Military Duty**

Active duty military personnel, military spouses, and veterans with special circumstances (eg: deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.

**Grade Appeals Process**

The College of Nursing and Health Sciences (CONHS) adheres to the University’s student grade appeal procedures described in Section 13.02.99.C2.01 (revised May, 2013) and follows those

Support Services

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.

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