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

NURS 4660-001 – NURSING CARE OF THE COMMUNITY HEALTH CLIENT

Syllabus
Spring 2016

FACULTY (1): Sara A. Baldwin, PhD, RN, APHN-BC - Associate Professor
OFFICE: Island Hall, 340
OFFICE HOURS: Wednesday 10 am - 12 pm and by appointment
TELEPHONE: (361) 825-3439
E-MAIL: sara.baldwin@tamucc.edu

FACULTY (2): Cathy Miller, PhD, RN - Associate Professor
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OFFICE HOURS: Wednesday 10 am – 12 pm and by appointment
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E-MAIL: cathy.miller@tamucc.edu

CREDITS: 6 semester hours (3:9)

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 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.

Prerequisites: NURS. 3614, 3318, 3435

**High Impact Educational Practice:** This course is designated by the College of Nursing and Health Sciences as a Service Learning, Community Based Learning, High Impact Educational Practice (HIP) course. This designation requires the course to provide the student field-based “experiential learning” with community partners. You will be applying the concepts and principles of Community Health Nursing to real-world settings, while simultaneously giving back to the community through your efforts to analyze and solve problems within your assigned community. In class, you will reflect on your service experiences by sharing descriptions and insights from your different clinical settings with all members of the class.

**COURSE OBJECTIVES:**

1. Examines the philosophy, goals, past, present and emerging roles of community-oriented nursing practice (AACN Essential: I).
   a. Distinguishes public health, community health and community-based nursing practice.
   b. Describes the historical development of public health, public and community health nursing and the transformation of the health care system domestically and globally.
   c. Compares and contrasts ethical theories and principles inherent in the core functions of community-oriented nursing practice.
   d. Describes laws and functions of government that affect community-oriented nursing practice, health policy and health care delivery.
   e. Compares organizing theories, conceptual models and paradigms applied to 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 (AACN Essential: II, III, IV, V; VI; VIII).
   a. Analyzes the epidemiologic approach to understanding the distribution and determinants of disease as a basis for health interventions.
   b. Uses demographic and epidemiologic methods to describe and analyze associations and causal relationships in community health.
   c. Applies epidemiology to evaluate the effectiveness of health services & screenings.
   d. Analyzes the relationship between the environment and human health in chronic and infectious disease states.
e. Applies the levels of prevention, primary, secondary and tertiary, to the natural history of disease.
f. Develops population-based educational objectives that serve as a guide for community health education programs.
g. Integrates community resources with community health program objectives.
h. Utilizes evidence-based practice in community-oriented nursing.

   a. Defines family, family health, family health risks and resilience.
   b. Compares and contrasts different models of family health assessment
   c. Describes community-oriented approaches to family health risk reduction.
   d. Analyzes major community health problems of children and adolescents.
   e. Analyzes women and men’s health risks and issues at the community level.
   f. Describes community mental health approaches to families and groups at risk for psychiatric/mental health problems.
   g. Discusses the implications of governmental and health policy on family health.

   a. Analyzes the concept and extent of risk and vulnerability at the community level.
   b. Examines the increasing complexity of health and social problems with genetic, social and cultural variables in communities
   c. Examines socio-economic barriers and health disparities in health care
   d. Identifies how community organizations collaborate, prepare for, & respond to natural & man- made disasters and bioterrorism.

REQUIRED TEXT:


SUPPLEMENTAL RESOURCES:


LEARNING EXPERIENCES:

The course objectives may be met through individual study using the required texts and resources suggested throughout the semester, active involvement in classroom activities, and exchange of ideas with classmates and colleagues regarding course topics. Teaching and learning methods will include seminar/lecture, discussion, critique and analysis, and independent study of texts and library resources. Your instructors will provide guidance and consultation and the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of the achievement of the course objectives.

COURSE COMMUNICATION OUTSIDE OF CLASS:

The Blackboard (Bb) Mail tool is required for e-mail communication within the course. When contacting us or your co-learners in this course via e-mail, always use the Bb Mail tool rather than another e-mail account. This tool is accessed in the Bb Mail section of the Course Menu within the Bb course platform. Messages sent within Bb are archived within the course, thus eliminating lost correspondence.

COURSE TIME EXPECTATIONS:

All assignments are due by 11:59 pm on the specified due date in the course schedule unless prior arrangements are made with us. Please note and remember that a 6 credit hour course requires a weekly time commitment of a 3-hour presence associated with 8-12 hours of preparation time. In addition, clinical hours will be scheduled weekly on Thursdays and Fridays and will be further delineated by each clinical faculty. The time spent in the course is set by your personal learning schedule. Students should review Bb mail and announcements within the course at least every 48 hours.

COURSE REQUIREMENTS:

1. Classroom attendance is expected and monitored. You are responsible for all information provided in class. You are expected to be considerate of others by being on time for class.
2. Active and frequent discussion and participation is a requirement of this course and is expected of all students for each and every class period. Disrespect in any form will NOT be tolerated.
3. Use of electronic devices including phones, laptops, and others is expected to be done in a respectful manner. These devices are welcome for use as adjuncts to learning in class but should not detract from learning. Disrespect of this request could affect your grade.

4. You are expected to have access to a computer that can support Bb applications and all related course materials. A backup plan should be in place if normal computer access becomes unavailable, i.e. arrange use of a computer elsewhere.

5. Any problems with technology, computer, internet, Bb or other applications should be dealt with through the IT (information technology) helpline at (361) 825-2692 or computer.helpline@tamucc.edu

6. Any problems understanding the assignments or due dates should be brought to our attention, preferably within the first week of class.

7. In-class exams and assignments must be completed during the class period and absences will result in no credit for work/exam assigned in class. Class work cannot be made up outside of class or in a later class period. In the event a student cannot make it to class, he or she should contact us, prior to the class, via Bb mail.

8. All assignments are due by 11:59 pm on the scheduled date unless other arrangements have been made with the instructors before the due date. Late work will be penalized with a 10% grade deduction/day for up to 3 days, after which a 0 will be recorded. However exceptions will be considered for extreme emergencies.

9. You can expect me to grade assignments within 2 weeks of submission.

10. All e-mail communication with us should occur through Bb, unless otherwise noted. You can expect us to respond to e-mail messages within 48 hours. Please ensure that the e-mail connected to Bb (generally your Islander e-mail, unless you have manually changed this) is one that you check at least every 48 hours – this is where you will receive vital course announcements and emergency messages.

11. You should notify us if you withdraw from the course and should not attempt to access course materials once you have withdrawn.

12. You are respectfully requested to complete a course evaluation at the end of the course.

GUIDELINES FOR WRITTEN ASSIGNMENTS AND PRESENTATIONS:

You are expected to follow instructions associated with the assignments for this course. Unless otherwise instructed, you must adhere to the APA Publication Manual, 6th or 7th Edition guidelines for formatting and organizing written assignments and presentations.

The campus Center for Academic Student Achievement (CASA) provides writing support both in person and in an online format. The contact at the Center is Noel Ballmer at 361-825-2254 and the web link is http://casa.tamucc.edu/wc.php. Another writing resource is http://www.grammarly.com/edu. The College of Nursing & Health Sciences has purchased a
license for students to use this website. Attached to an Item in the Resources section of your Blackboard course menu is a PDF instruction guide providing access information. Please do not hesitate to contact us to discuss your writing needs.

**COURSE (and CLINICAL) REQUIREMENTS AND GRADING:**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Class Participation Agreement</td>
<td>PASS/FAIL</td>
</tr>
<tr>
<td>In-class Presentation (Groups)</td>
<td>10%</td>
</tr>
<tr>
<td>Epidemiology Online Course Certificate (45 min.)</td>
<td>5%</td>
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<tr>
<td>Mid-Term Exam *</td>
<td>20%</td>
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<tr>
<td>Final Exam (HESI) *</td>
<td>25%</td>
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<tr>
<td>Clinical - Family Health Assessment (Pairs)</td>
<td>25%</td>
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<tr>
<td>Clinical - Community Health Assessment (Groups)</td>
<td>15%</td>
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<tr>
<td>Mid-Term Clinical Evaluation (Formative)</td>
<td>PASS/FAIL</td>
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<tr>
<td>Final Clinical Evaluation (Summative)</td>
<td>PASS/FAIL</td>
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<tr>
<td><strong>Total</strong></td>
<td>100%</td>
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**THEORY REQUIREMENT TO PASS THIS COURSE**

Students will pass this course only if the exam average* is 75% or greater regardless of the total grade of the combined exam/assignment total percentage. If your exam average is <75% your exam average will be used as the course grade.

**GRADING SCALE FOR COLLEGE OF NURSING AND HEALTH SCIENCES:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Points</th>
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<tbody>
<tr>
<td>A</td>
<td>89.5-100</td>
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<tr>
<td>B</td>
<td>82.5-89.4</td>
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<tr>
<td>C</td>
<td>74.5-82.4</td>
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<tr>
<td>D</td>
<td>66.5-74.4</td>
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<tr>
<td>F</td>
<td>66.4 and below</td>
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**PASS/FAIL REQUIRED ASSIGNMENTS AND EVALUATIONS:**

**Class Participation Agreement:**

In the Assignments section of Bb you will find the Class Participation Agreement Assignment. **You are required** to read this document within the assignment, print it, sign it, and electronically submit the signed form (will have to scan it in to your computer) through the assignment area, certifying your compliance with this policy. Please sign your full name as your signature. No other grades will be recorded for you until you have completed this assignment.
Mid-Term and Final Clinical Evaluations:
Each student must pass BOTH the Mid-Term and Final clinical evaluations performed by your assigned clinical faculty in order to pass this course. Clinical evaluations are based on the student’s individual performance and adherence to guidelines in the clinical setting.

MAJOR COURSE REQUIREMENTS:

In-class Presentation:
On the first day of lecture, each group of students will randomly draw topics for this assignment. Possible projects will include various case studies available on the Evolve website or the presentation of an Epidemiology Jeopardy game. Each group will present their projects to the class as a group on a date coinciding with discussion of the particular topic in class (or close to it – see the Course Schedule). The major focus of this assignment is for each group to present an aspect of public health nursing in a creative manner that engages and teaches the entire class.

Epidemiology Course Certificate (Online):
This 45-minute Epidemiology course is available online. It is free of cost and is designed to educate the Public Health Nurse on the basic concepts of epidemiology and its implications in public health settings. This course is to be completed prior to the Epidemiology lecture and the certificate of completion is to be submitted to the assignment area – see the Course Schedule for due date. Course retrieval site: https://www.nwcphp.org/training/training-search#b_start=0&c9=epidemiology&c7=epidemiology

Clinical - Family Health Assessment:
A Family Health Assessment is a community health nurse’s appraisal of a family’s health care needs. The assessment is holistic in that it examines the cultural, spiritual, developmental and biopsychosocial needs of a family unit. Each of you (in groups of 2), during your practicum, will visit a family assigned to you by the clinical agency. Each pairing will complete an oral PowerPoint presentation summarizing your nursing assessments, interventions, and outcomes, applying theoretical approaches to family care as defined in your textbook (Ch. 13) or in the Friedman Family Assessment Model (see Bb resources). This presentation will be made to your clinical rotation group. This assignment will be directed by your assigned clinical faculty.

Clinical - Community Health Assessment
A Community Health Assessment is a process by which a community health nurse describes the strengths (resources) and weaknesses (unmet needs) of a community through an examination of the biological, psychological, and sociocultural influences of the environment on the health behaviors and overall health and well-being of a community. Each clinical group will complete a scientific report and an oral PowerPoint presentation summarizing your nursing assessments,
interventions, outcomes, and application of theoretical frameworks for community care as discussed in your textbook (Ch. 11). This presentation will be made to the public. This assignment will be directed by your assigned clinical faculty.

Mid-Term Exam:
The Mid-Term exam will cover selected chapters covered thus far in the course. It will consist of 45 multiple choice questions derived from your textbook, class lectures, guest lectures, PowerPoint presentations, class presentations, and other content resources provided in Bb. The exam will be taken online during class time. See your Course Schedule for specific chapters to be covered.

Final Exam (HESI):
The final exam will be a HESI formatted exam consisting of 55 multiple choice questions on the major concepts covered in this course. An exam review for the concepts expected to be covered in the exam will be provided.

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
- University catalog related to academic integrity and honesty:  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).

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 guidelines. See http://academicaffairs.tamucc.edu/Rules_Procedures/ for the University procedure and see http://conhs.tamucc.edu/shb/ for the CONHS process identified in the Student Handbook.

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.

**MILITARY STUDENTS**

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

Clinical Practicum Objectives, Guidelines, Assignment Rubrics, and Forms follow on next pages.
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CLINICAL PRACTICUM

CLINICAL FACULTY:

Tammy Walker-Smith, MHA, MSN, APRN, FNP (101 and 104)
Clinical Assistant Professor
Island Hall 342-G
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tammy.walker-smith@tamucc.edu

Mary Ellen Miller, MSN, RN (102)
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mary.miller@tamucc.edu

Michele Seay (103)
Adjunct Clinical Instructor
Contact Phone: 361-633-7879
Michele.seay@tamucc.edu

Kathleen Crane, MSN, RN (105)
Clinical Assistant Professor
Island Hall 336 H
Office Phone: 361-825-2162
kathleen.crane@tamucc.edu

Dr. Karen Murray (106)
Clinical Associate Professor
Island Hall 332
Office Phone: (361) 825-2275
karen.murray@tamucc.edu

CLINICAL PRACTICUM OBJECTIVES

1) Applies the nursing process in the community oriented care of selected families, groups and communities.
   a) Assessment:
      i) 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.
ii) Uses a social science theoretical framework to assess the physical; developmental, environmental, psychosocial and spiritual influences on the family within the community.

iii) Identifies potential and actual stressors and risk factors that influence client/family/community system.

iv) Assesses behavioral patterns, needs, coping patterns and resources of the client/family system.

v) Identifies and resolves differences in health perceptions of the caregiver and client; family and community.

b) Diagnosis

i) Identifies actual and potential risk factors affecting the family

ii) Employs diagnostic criteria for early detection of health problems and risks

iii) Collaborates with the client, family to define and prioritize problems;

iv) Analyzes the natural history of disease in determining the etiology of health problems;

v) Identifies the nursing needs of clients.

c) Planning

i) Encourages client/family responsibility for setting goals and implementing health care practices – including health promotion, disease prevention, health care and restoration.

ii) Contracts with the client to develop a plan of care based on identified needs and resources;

iii) Identifies long-term and short-term goals that are consistent with identified problems.

d) Implementation

i) Assists the family to use primary, secondary or tertiary methods of intervention;

ii) Demonstrates self-reliance in working interdependently;

iii) Participates actively with families in meeting health needs;

iv) Bases nursing practice decisions on evidence-based research;

v) Implements a health teaching plan appropriate to the learner.

e) Evaluation

i) Mutually evaluates, reassesses, and summarizes progress toward goals at regular intervals.

ii) 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

a. Uses interpersonal skills which facilitate effective group process

b. Participates in planning, implementing, and evaluating team activities

c. Evaluates group effectiveness and makes recommendations for improvement;
d. Evaluates personal, leadership, group, and problem-solving behaviors.

3. Communicates sensitivity and respect in caring for clients, families, communities and group
   a. Practices client-centered communication, focusing on client-identified needs rather than
      provider-identified problems;
   b. 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.
   a. Utilized the ecological perspective in selected nurse-family situations to promote,
      maintain and restore health.
   b. Integrates knowledge of developmental/situational crises into care of families.
   c. Integrates research findings into population focused nursing practice decisions.
   d. Assesses the community health needs of an identified neighborhood from a data based,
      systems perspective;
   e. Applies a systematic method of documenting and evaluating client/family care;
   f. Applies the teaching/learning process to families and groups;
   g. Evaluates community-focused nursing roles in the community;
   h. Applies the principles of primary, secondary and tertiary prevention in the community
      setting.

5. Accepts responsibility for independent professional judgments and behavior.
   a. Evaluates personal strengths and limitations in relationship to professional behavior;
   b. Validates nursing actions on the basis of professional standards and accepted research
      findings;
   c. Demonstrates self-reliance in working independently and interdependently;
   d. Identifies ethical and legal principles relevant to community nursing;
   e. Demonstrates safe and competent practice;
   f. Demonstrates accountability for behavior.

**CLINICAL PRACTICUM GUIDELINES**

The College of Nursing Clinical Evaluation includes the following expectations:

1. 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”.

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2. 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”.

3. 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”.

4. 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”.

5. In Nursing Care of the Community Health 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.**

6. **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.

7. **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.

8. **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.
9. 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, an “F” in the course is obtained regardless of the didactic 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.

10. 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.

11. 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.

12. 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.

13. The definition and purpose of home visits must be related to the mission of the assigned agency and may include the following basic goals:
   a) Engaging in primary prevention, secondary screening and tertiary maintenance of illness, injury, or disability;
   b) Promoting adequate, effective care of individuals and families in their own homes who have specific medical problems related to illness or disability;
   c) Assessing and supporting efforts to enhance normal growth and development of family members across the life cycle.
   d) Teaching families in their own home and community settings about health promotion, disease prevention and health maintenance;
   e) Assessing and promoting healthful family and community environments;
   f) Participating in public health surveillance programs and surveys for official agencies
   g) Identifying and advocating for family and community needs through formal and informal processes
   h) Performing other activities as assigned by the agency nurse or supervisor.
14. A minimum of (5) five family home visits to agency assigned families is expected. The Clinical Professor accompanies each student on one home visit.

Clinical Assessment grading rubrics follow on next pages.
# FAMILY HEALTH ASSESSMENT GRADING RUBRIC

<table>
<thead>
<tr>
<th>Criterion</th>
<th>%</th>
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<tbody>
<tr>
<td>REPORT</td>
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<tr>
<td>Description of the family:</td>
<td>20%</td>
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<tr>
<td>• Define your family as a system (systems theory); identify family members, member relationships, kinship type and the primary client in the family (focus of home visit)</td>
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<tr>
<td>• Supplement the assessment with a Family Genogram &amp; Eco map.</td>
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<tr>
<td>• Analyze the Eco map with specific relationships to the environment.</td>
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<tr>
<td>Assessment of the family – You may use the Friedman Family Assessment Criteria or another model from your text book to guide the assessment of the family as a whole. Provide examples and evidence in your assessment.</td>
<td>30%</td>
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<tr>
<td>• Use the ecological perspective and epidemiologic data to assess determinants of health for the primary client and the family based on the following factors:</td>
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<tr>
<td>o Physical, biological and genetic factors</td>
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<td>o Psychosocial, cultural and religious factors</td>
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<td>o Environmental, social and economic factors</td>
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<td>o Health literacy</td>
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<td>o Nutritional status and medication regimens</td>
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<td>o Medical diagnoses, individual and family health risks</td>
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<td>o Health care resources, complementary and alternative therapies</td>
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<td>o Family perceptions of health</td>
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<td>o Family strengths and resiliency</td>
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<tr>
<td>• Summarize the assessment data and develop inferences about individual and family assets, need values and beliefs.</td>
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<tr>
<td>Identification of family diagnoses, plan for interventions, and evaluation.</td>
<td>30%</td>
</tr>
<tr>
<td>• Based on the ecological perspective &amp; epidemiologic data, generate a family diagnoses relevant to both the individual and the family, providing evidence and rationale for the diagnoses.</td>
<td></td>
</tr>
<tr>
<td>• Develop a plan for community based nursing interventions addressing both the family’s and client’s diagnosis.</td>
<td></td>
</tr>
<tr>
<td>• Develop a plan for evaluating the effectiveness of your interventions with quantitative measures and qualitative indicators.</td>
<td></td>
</tr>
<tr>
<td>Structure and organization of paper</td>
<td>10%</td>
</tr>
<tr>
<td>• Content is developed logically, expressed clearly, and reflects objective, scientific concepts and terminology</td>
<td></td>
</tr>
<tr>
<td>• References support summative conclusions and include current articles from professional journals, Census Data, public health science; textbook based family assessment, and Healthy People 2020</td>
<td></td>
</tr>
<tr>
<td>• Conforms to A.P.A Format 6th edition</td>
<td></td>
</tr>
<tr>
<td>CLASS PRESENTATION</td>
<td></td>
</tr>
<tr>
<td>• Presentation of content (title slide complete, order of slides logical)</td>
<td>10%</td>
</tr>
<tr>
<td>• Creativity (Colors and background of PPT has professional look, clear, concise; font consistent and readable)</td>
<td></td>
</tr>
<tr>
<td>• Use of audio, media tools, animation (enhances presentation, not overused)</td>
<td></td>
</tr>
<tr>
<td>• Grammar, spelling, APA professional</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>
### COMMUNITY HEALTH ASSESSMENT GRADING RUBRIC

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REPORT</strong></td>
<td></td>
</tr>
<tr>
<td>• Windshield Assessment</td>
<td>20%</td>
</tr>
<tr>
<td>• Demographic, epidemiologic and vital statistics data</td>
<td></td>
</tr>
<tr>
<td>• Evidence-based literature review</td>
<td>20%</td>
</tr>
<tr>
<td>• Analysis of the communication systems</td>
<td></td>
</tr>
<tr>
<td>• Analysis of socio-economic, politico-legal, cultural and religious</td>
<td></td>
</tr>
<tr>
<td>• Interviews with professionals and community members and leaders</td>
<td>20%</td>
</tr>
<tr>
<td>• Analysis of the health care delivery system and health resources</td>
<td></td>
</tr>
<tr>
<td>• Statement of the aggregate community health nursing diagnosis</td>
<td></td>
</tr>
<tr>
<td>• Outcomes and nursing interventions - (SMART)</td>
<td>20%</td>
</tr>
<tr>
<td>• Implications of results and suggested policy changes/program changes</td>
<td></td>
</tr>
<tr>
<td>• Report Criteria: Logic, grammar, conciseness and objectivity</td>
<td>10%</td>
</tr>
<tr>
<td>• Grammar and spelling</td>
<td></td>
</tr>
<tr>
<td>• APA formatting</td>
<td></td>
</tr>
<tr>
<td><strong>PUBLIC PRESENTATION</strong></td>
<td></td>
</tr>
<tr>
<td>• Presentation of content (title slide complete, order of slides logical)</td>
<td>10%</td>
</tr>
<tr>
<td>• Creativity (Colors and background of PPT has professional look, clear,</td>
<td></td>
</tr>
<tr>
<td>• Use of audio, media tools, animation (enhances presentation, not overused)</td>
<td></td>
</tr>
<tr>
<td>• Grammar, spelling, APA professional</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

The following pages include documents and forms designed to promote professional preparation and safety of students in the clinical practicum.
Texas A&M University - Corpus Christi
College of Nursing and Health Sciences

NURS 4660-001 – NURSING CARE OF THE COMMUNITY HEALTH CLIENT

STUDENT TRAVEL FORM

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

Student Name: _____________________________ Contact Number __________________________

Clinical Agency __________________________ Contact Number __________________________

Faculty Instructor __________________________ Contact Number __________________________

Driving Partner ____________________________ Contact Number __________________________

Driver’s 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 __________________________
Texas A&M University - Corpus Christi

College of Nursing and Health Sciences

NURS 4660-001 – NURSING CARE OF THE COMMUNITY HEALTH CLIENT

DAILY TRAVEL ITINERARY

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 clinical course coordinator and a third violation constitutes reason for dismissal from the practicum.

Date: ___________________

Student Name: __________________ Contact Number_________________

Clinical Agency __________________ Contact Number_________________

Faculty Instructor _________________ Contact Number_________________

Driving Partner __________________ Contact Number_________________

1. **Destination:** ____________________________

   Purpose: ________________________________________

   Time of departure ______ Time of return ______

   Contact verification: Method: ______ Date: ______ Time __________

2. **Destination:** ____________________________

   Purpose: ________________________________________

   Time of departure ______ Time of return ______

   Contact verification: Method: ______ Date: ______ Time __________

3. **Destination:** ____________________________

   Purpose: ________________________________________

   Time of departure ______ Time of return ______

   Contact verification: Method: ______ Date: ______ Time __________

S. Baldwin

NURS 4660 Syllabus: Spring 2016

Page 20 of 23
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 clinical instructor.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Type of action (be specific)</th>
<th>Dates</th>
<th>Hours/time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clinical time:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At school/agency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family visits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Research:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library, On-line</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-site (e.g., visits to agencies, government offices, etc.) Identify agency.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Meetings:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conference time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partner meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Type of action (be specific)</td>
<td>Dates</td>
<td>Hours/time</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td><strong>Surveys:</strong></td>
<td>(Include actual survey time and documentation time)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Paper/project preparation:</strong></td>
<td>(i.e., writing, typing, proofing, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Travel time:</strong></td>
<td>(does not include travel to and from the agency/school from home)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>(specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total hours for week</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Running total</strong></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**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.
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 Signature: ________________________________ Date: ________________

Instructor’s Signature: ________________________________ Date: ________________