FACULTY: Shelley Dinkens, RN, MSN
OFFICE: Island Hall, Office 342A
OFFICE HOURS: By appointment.
TELEPHONE: (361) 825-2848 (leave a message)
EMAIL: shelley.dinkens@tamucc.edu (best way to reach me)
FAX: (361) 825-2484
CREDITS: (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

COURSE OBJECTIVES:

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

2. Applies a systematic approach to defining the concept of community as a client and to assessing and analyzing community health status and risk. (AACN Essential: II, III, IV, V; VI; VIII).
   a. Explain the epidemiological approach to understanding disease, and identifying the causes of disease.
   b. Interpret the use of epidemiology in determining indicators of community health status and indicators of risk.
   c. Explain the relationship between the environment and human health and disease.
d. Analyze the relationship between primary health care, health promotion, disease prevention.
e. Identify methods to assess the health risks of individuals, families, aggregates, communities and cities.
f. Identify population-based educational objectives that serve as a guide for community health education programs.
g. Analyze the relationship of evidence-based practice to community-oriented nursing practice.

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

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

Clinical Objectives

1. Apply the nursing process in the community oriented care of selected families, groups and communities.
   a. Assessment
      i. Use the epidemiological method to identify the health status of the population to which the family belongs, understand the determinants of health and disease in the communities where the family resides, and investigate and evaluate interventions to prevent disease and maintain health of the family.
      ii. Use a social science theoretical framework to assess the physical, developmental, environmental, psychosocial, and spiritual influences on the family within the community.
      iii. Identify potential and actual stressors and risk factors that influence client/family/community system.
      iv. Assess behavioral patterns, needs, coping patterns, and resources of the client/family system.
v. Identify and resolve differences in health perceptions of the caregiver and client; family and community.

b. Diagnosis
   i. Employ diagnostic criteria for early detection of health problems.
   ii. Collaborate with the client, family to define and prioritize problems.
   iii. Analyze the natural history of disease in determining the etiology of health problems.
   iv. Identify the nursing needs of clients.

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

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

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

2. Apply the group process in community-oriented nursing practice.
   a. Use interpersonal skills which facilitate effective group process.
   b. Participate in planning, implementing, and evaluating team activities.
   c. Evaluate group effectiveness and makes recommendations for improvement.
   d. Evaluate personal, leadership, group, and problem-solving behaviors.

3. Communicate sensitivity and respect in caring for clients, families, communities and groups.
   a. Practice client-centered communication, focusing on client-identified needs rather than provider-identified problems.
   b. Express positive feelings for individuals, families and communities with regard to cultural beliefs, values, norms and expressions.
   c. Respond with empathy to individuals’ and families’ expressions of feelings and coping behaviors.
   d. Display a nonjudgmental attitude toward individuals, families and communities with regard to their needs, characteristics, and feelings.
4. Synthesize learning from the biological, psychological, and social sciences into the nursing process to promote community focused health in families and groups.

   a. Modify the nursing process in selected nurse-family situations to promote, maintain and restore health.
   b. Integrate knowledge of developmental/situational crises into nursing care of selected families.
   c. Integrate research findings into community focused nursing practice decisions in the community.
   d. Assess the community health needs of an identified neighborhood from a social systems perspective.
   e. Apply a systematic method of documenting and evaluating client/family care.
   f. Apply the teaching/learning process to families and groups.
   g. Evaluate community-focused nursing roles in the community.
   h. Apply the principles of primary, secondary and tertiary prevention in the community setting.

5. Accept responsibility for independent professional judgments and behavior.

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

REQUIRED TEXTS AND RESOURCES:


Personal Computer Access – students must have computer access in order to participate and complete this course.
Blackboard Access - TAMU-CC’s Learning Management System (LMS) – Please see the TAMU-CC Homepage under “Students”, “Current”, “Blackboard” or there is a link through the Distance Education homepage. If you still have trouble accessing, please email or call IT at http://it.tamucc.edu/
Evolve Access – through https://evolve.elsevier.com/ in order to complete assignments and testing.
LEARNING EXPERIENCES AND TEACHING METHODS:

“Some old school types complain these days that the higher education too often feels like it is all about customer service. Students and their parents believe they are paying top dollar for a product, and so they want it to be valuable in a measurable way. It’s as if they’ve walked into a department store, and instead of buying five pairs of designer jeans, they’ve purchased a 5-subject course load. I don’t fully reject the customer-service model, but I think it’s important to use the right metaphor. It’s not retail. Instead, I’d compare college tuition to paying for a personal trainer at an athletic club. We professors play the roles of trainers, giving people access to the equipment (books, labs, our expertise) and after that, it is our job to be demanding. We need to make sure that our students are exerting themselves. We need to praise them when they deserve it and tell them honestly when they have it in them to work harder.”

– Randy Pausch, from The Last Lecture

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

- WebEx will be used for clinical orientation and may be used for formal and informal exchange of ideas.
- Discussion assignments are provided to enhance student learning and engagement. Grading Rubrics for expectations are provided.
- Wikis are an online collaborative effort in the eLine learning environment. These assignments differ from Discussion Post assignments. Students should edit actual Wiki pages rather than leave comments on existing content. Comments written in the ‘comments’ section will not count as participation in the Wiki. You must actually edit the Wiki page itself to receive credit. The professor can see all contributions, deletions and page edits on the wiki. The student is encouraged to leave comments as a courtesy if information is deleted, but this will not be graded.
- Evolve Elsevier Health Education System Inc. (HESI) case studies are utilized to enhance student learning by applying content from the modules to an actual patient scenario. You should receive your access code and information during eLine orientation. Instructions for submission are included in the assignment details in the Blackboard.
STUDENT RESPONSIBILITIES:

- **Teaching/Learning Method** - eLine is an on-line learning environment. Students are expected to log into Blackboard at least daily to check announcements and updates in discussions and other areas assigned by the Professor. Web course and lecture/learning materials are located on the course website.

- **Professional Behavior** - Students are expected to respect the learning rights of all others in the online learning environment. Communications should follow the basic rules of netiquette. Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc. In addition, how you speak to your Instructors in person, on the phone, or in an email should be with respect; anything else will not be tolerated and will result in a breakdown of communication between student and faculty. Faculty will not respond to threatening, menacing, loud, or aggressive behavior/words from students and will report such behavior to University authorities.

- **Communication** – You may reach the course or clinical instructors via TAMU-CC email, Blackboard email, phone, or office hours. **We recommend you set your Islander email to come directly to your phone as we send emergency information in this manner.** Although faculty try to answer email within 48 hours, remember, even if you are not in clinical, clinical faculty are in clinical from Wednesday through Saturday (many eLine instructors also teach clinical in the face-to-face program). In addition, many times emailed questions or concerns are asking about what is/was stated in the course, in the syllabus, or on assignment instructions. Consequently, all emails will be read but all may not be answered if already covered by another means (webeex, announcement, discussion, general email, syllabus, calendar, assignment instructions or grading rubric, etc.) and maybe not by the student’s expected time frame. Plan ahead and read all course materials thoroughly. Evenings, holidays, and weekends are reserved for family and personal interests, and although we are not expected to work, we often do to accommodate the student; however, this should not be an expectation by the student. **Your course is available 24/7 but your faculty is not.**

- **Content** - Students are expected to complete all required reading. As a 6-credit course, it is expected that students will spend **at least 8-12 hours** of independent study and preparation each week in addition to assignment and assessment time. Preparation includes assigned reading, review of appropriate anatomy, physiology, and pathophysiology, and review of assessment of appropriate body systems. Students are accountable for content from previous and concurrent courses. Questions related to content from previous or concurrent coursework may appear on quizzes or examinations.

- **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 Professor in a timely manner to ensure satisfactory completion of the assignment on the
date it is due. No late work is accepted. All work must be turned in following the instructions provided for that assignment. (No emailed assignments will be graded.) Unless otherwise instructed, students should use the APA Publication Manual, 6th Edition as a reference for formatting and organizing written assignments. Points will be deducted for poorly written communication, for both formal and informal writing.

- **Copyright** - While printing of course materials is allowed, be mindful that the content is copyrighted through TAMUCC and the adopted text and is for personal use only. No content may be shared or disseminated in anyway, including via Facebook, you tube, or other social media. Clinical examples discussed in class or on Blackboard cannot be recorded due to patient confidentiality and HIPAA regulations.

- **Recording** - Permission to video or audio record must be obtained from each lecturer prior to class. Clinical examples or examples from clinical experiences cannot be recorded due to patient confidentiality and HIPAA regulations. Any use of an audio or video of anything to do with this course or clinical that is posted or shared via any form of social media without the coarse manager’s specific permission may be prosecuted to the full extent of the law.

- **Computer access** - The student is responsible for computer access and the correct system requirements as outlined on the eLine homepage. Lack of access is not an excuse for late or missed assignments.

- **Quizzes** – Quizzes will be given in blackboard and be administered using Respondus Lockdown Browser. Instructions and the link for download are available in the course in blackboard.


- **Course Evaluations** - Students are expected to complete an anonymous course evaluation at the end of the course. The evaluation will be available through Blackboard. The practice of providing feedback to educational experiences is consistent with professional nursing responsibilities. Constructive criticism is valued. Although we make every attempt to meet your educational needs, sometimes we may miss something. Please do not interpret our lack of changing our course based on your opinion as a disregard for that opinion, but remember you are only one voice. We thoughtfully go through each suggestion to see if we can accommodate it for the betterment of the whole class.

- **Academic Honesty** - We take this VERY seriously – one day you will be a nurse and your integrity (honesty) is imperative. There will be times that being a nurse will challenge your integrity to do “the right thing”. Start now to do “the right thing”. 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.) At best, you end up with a “0”, and at worst, you are removed from the University. Below is the University’s policy on Academic Honesty. A few of the most common ways students cheat unknowingly:
  - Work in a study group to answer questions or work on a paper that is to be individual work. Study groups are great to discuss content; however, formulating answers to an individual assignment is cheating. (Collusion)
• A friend is in a panic and asks to see what you did because the instructions are unclear. Nurses are kind and helpful people, so we help. Giving that student your work allows that student to copy your work and it makes it impossible for the instructor to decide what the intent actually was. You will both be punished for cheating. Instead, point them toward the resources that you used to help them find the answer. (Collusion)

• Copying and pasting from internet sources or textbooks without giving due credit. ALWAYS cite your sources! (Even when answering questions – if you got it somewhere – cite it.) (Plagiarism)

• “Multiple Submissions” – is defined by the Judicial Affairs Office as “submission of substantial portions of the same work (including oral reports) for credit more than once without authorization from the instructors for which the student submits the work. Examples: • Submitting the same paper for credit in two courses without instructor permission. • Making minor revisions in a credited paper or report (including oral presentations) and submitting it again as if it were new work.”

The linked pdf from the Judicial Affairs Office is very helpful and can be used as a guide: http://judicialaffairs.tamucc.edu/assets/Article%20III.pdf Here is the link to the Academic Misconduct and the Student Code of Conduct on their website: http://judicialaffairs.tamucc.edu/academicmisconduct.html

COURSE OUTLINE:

Module One: Community Health and Public Health Systems
Module Two: Family in the Community
Module Three: Frameworks and Foundations of Community Health
Module Four: Health Promotion & Global Health
Module Five: Special Populations in the Community
Module Six: Epidemiology, Communicable Disease, and Public Health Program Management in the Community

GRADING CRITERIA: Completion of NURS 4628 requires the successful completion of both theoretical and clinical components of the course. Students must pass clinical to pass the class. If a student fails clinical, he/she will receive an F in the course, regardless of the theory grade. 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 exams. The theory grade is based on the following:

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<thead>
<tr>
<th>NURS 4660: Course Grade</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>20%</td>
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<tr>
<td>Module Assignments</td>
<td>20%</td>
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<tr>
<td>Community Clinical project papers</td>
<td>30%</td>
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<tr>
<td>Community HESI EXAM (final exam)</td>
<td>30%</td>
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Grading scale for TAMUCC CONHS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>83-89</td>
</tr>
<tr>
<td>C</td>
<td>75-82</td>
</tr>
<tr>
<td>D</td>
<td>65-74</td>
</tr>
<tr>
<td>F</td>
<td>0-64</td>
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Mary and Jeff Bell Library
There are many resources on the Mary & Jeff Bell Library (http://rattler.tamucc.edu/) website. The home page will take students to links for online databases, online articles, the online catalog, and interlibrary loan requests. The “Distance Learning” (http://rattler.tamucc.edu/distlearn/index.htm) link will be especially helpful to all students. This site includes all the information students need for remote access as well as tutorials on using the databases and finding articles. If eligible, registering as a distance student confers eligibility for a TexShare card. These cards are a Texas wide library card that allows users to use all state libraries in Texas. The cards will be mailed to students, so be sure mailing addresses are current in the University system. For any questions about receiving the TexShare card, please contact Dan Cayce: Daniel.cayce@tamucc.edu

Center for Academic Achievement (CASA)
The Center for Academic Student Achievement offers a variety of services, including a writing center. For more information about all of these services, go to the website: http://tlc.tamucc.edu/ or call 361-825-5933

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/
Cases

Classroom/professional behavior
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

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.

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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 Dean’s office in the college in which the course is taught or the Office of the Provost.

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 with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. 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 class. Please see the University’s Academic Calendar for the last day to drop a class with an automatic grade of “W” this term.

Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability
requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 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 Disability 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 (e.g.: deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.

**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.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.