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

NURS 4660-001 – NURSING CARE OF THE COMMUNITY HEALTH CLIENT
Syllabus
Summer 2019
Wednesday’s 8am-11:45am, EN106

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Clinical Faculty As Assigned

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. 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 a typical 15 week semester. In addition, clinical hours will be scheduled weekly and will be further delineated by each clinical faculty. The time spent in the course is set by your personal learning
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. Laptops must be closed during guest presentations unless otherwise invited to open. 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 the attention of the faculty, 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. If a student cannot make it to class, he or she should contact the faculty, 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 by a grade deduction.** However, exceptions will be considered for extreme emergencies.

9. **All e-mail communication with should occur through Bb, unless otherwise noted.** You can expect a response to e-mail messages within 48 hours, during the workweek. 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.

10. **Instructions for each exam will be provided** re: place, time, tools allowed for reference, etc. Students are expected to comply with all instructions. Failure to comply with exam policy will result in a zero for an exam.

11. You should notify the faculty 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.
13. Students will be required to purchase the HESI exam for this course. The estimated cost of the exam will be available to the student. The faculty will provide the link for the student to purchase the exam. The student is responsible for purchasing the exam prior to the test date. The approximate cost for the exam for this course will be $35.00. If a student fails to pay for the exam, grades for the course will be held until payment of the exam is completed.

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. Their webpage is http://casa.tamucc.edu/wc.php. Please do not hesitate to contact faculty to discuss your writing needs.

MAJOR COURSE (and CLINICAL) REQUIREMENTS AND GRADING:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Assignments – a variety of individual and group, in and out of class learning experiences to facilitate application of course content and success in the course. See specific assignments, due dates, weights and grading rubrics in Blackboard.</td>
<td>10%</td>
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<tr>
<td>Exam One</td>
<td>10%</td>
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<tr>
<td>Exam Two</td>
<td>15%</td>
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<tr>
<td>Exam Three</td>
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<tr>
<td>Final Exam (HESI) – a 55 question nationally standardized exam over general community health nursing content</td>
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<tr>
<td>Clinical - Family Health Assessment (Pairs) described</td>
<td>10%</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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<td>Total</td>
<td>100%</td>
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THEORY REQUIREMENT TO PASS THIS COURSE

GRADING SCALE FOR COLLEGE OF NURSING AND HEALTH SCIENCES:

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<tr>
<th>Grade</th>
<th>Percentage Points</th>
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<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>83-89</td>
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<tr>
<td>C</td>
<td>75-82</td>
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<tr>
<td>D</td>
<td>67-74</td>
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<tr>
<td>F</td>
<td>66 and below</td>
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PASS/FAIL REQUIRED ASSIGNMENTS AND EVALUATIONS:

Mid-Term and Final Clinical Evaluations:
NOTE: 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 REQUIRED CLINICAL ASSIGNMENTS:

**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. 20) 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. 6). This presentation will be made to the public. This assignment will be directed by your assigned clinical faculty.
POLICIES:

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.

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:

- CONHS Policy: http://conhs.tamucc.edu/shb/docs/AcademicHonesty.pdf
- University Student Handbook and Code of Conduct: http://www.tamucc.edu/~students
- University catalog related to academic integrity and honesty: http://catalog.tamucc.edu/

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 consult with the Registrar about drop dates in the summer semester.

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.

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).

**The Veterans Office – Student Services Center:** The Office of Veterans Affairs at Texas A&M University - Corpus Christi provides assistance for active duty and reserve service members, Veterans, and their dependents in applying for Veterans Education Benefits under the GI Bill and/or Texas Hazlewood and Hazlewood Legacy Act. If you are new to Texas A&M Corpus Christi, you can use this online checklist to help you get started on your application for admission and your application for Veterans Education Benefits. If you have any questions during this process, contact the Veterans Office at TAMUCC at (361) 825-2331 or e-mail us at: veterans.affairs@tamucc.edu.

**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.

**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.

**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 pursing University Grade Appeal. See the handbook for the process. As stated in University Rule
13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://registrar.tamucc.edu/change_grade.html. 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. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

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.

Clinical Practicum Objectives, Guidelines, Assignment Rubrics, and Forms follow on next pages.
NURS-4660 NURSING CARE OF THE COMMUNITY HEALTH CLIENT
CLINICAL PRACTICUM

CLINICAL FACULTY:
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Norma Vela, MSN, RN
Island Hall 342C
Office phone: 825-3942
norma.vela@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 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

Leigh Shaver MSN, RN
NURS-4660.001 Nursing Care of Community Health
Client, Summer 2019
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); participate in identifying own strengths and areas for further growth”.

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 warning for every day clinical is missed. Each student is required to

Leigh Shaver MSN, RN
NURS-4660.001 Nursing Care of Community Health Client, Summer 2019
complete the **135 hours** of clinical laboratory time. Clinical hours are documented weekly on a course clinical log 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 family 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.

Leigh Shaver MSN, RN
NURS-4660.001 Nursing Care of Community Health Client, Summer 2019
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/or 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 goal of 3 to 5 family home visits to agency assigned families is expected. The Clinical Professor accompanies each student on one home visit.

**Course Outline:**

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<tr>
<th>Week of Lecture</th>
<th>Topic</th>
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<tr>
<td>Week 1</td>
<td>Introduction to Course and Clinical, Community Health Nursing and Thinking Upstream, Epidemiology, and Community &amp; Family Assessment (Units 1-2)</td>
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<tr>
<td>Week 2</td>
<td>Health Promotion, Community Health PIE, Health Education, Levels of Prevention, Policy, Disaster Response (Units 2 &amp; 6)</td>
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<td>Week 3</td>
<td>Exam 1; Communicable Diseases (Unit 6)</td>
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<td>Week 4</td>
<td>Economics of Health Care, Substance Abuse, Violence (Units 3 &amp; 6)</td>
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Leigh Shaver MSN, RN  
NURS-4660.001 Nursing Care of Community Health Client, Summer 2019
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<th>Environmental and Global Health (Unit 3)</th>
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<tr>
<td>Week 6</td>
<td>Exam 2</td>
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<tr>
<td>Week 7</td>
<td>Special Populations (Units 4 &amp; 5)</td>
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<tr>
<td>Week 8</td>
<td>Roles in Community Nursing; In Class</td>
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<td>Exam 3 (Unit 7)</td>
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<tr>
<td>Week 9</td>
<td>HESI Final Exam</td>
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<tr>
<td>Week 10</td>
<td>Clinical Presentations</td>
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