NURS 4506-110, Community Health

FALL 2021
Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION
Dates: AUGUST 23, 2021 through DECEMBER 10, 2021
This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/].
To complete the practicum component, in person meetings with community agencies will be required. Students are responsible for scheduling and informing faculty of those meetings. Students are responsible to be present for WebEx meetings for the delivery of service learning projects, are responsible to coordinate with team members and faculty for various aspects of team service learning projects as well as individually participate in group presentations of the final project.
Mandatory WebEx meetings are held throughout the semester per the course schedule. Optional WebEx meetings are offered throughout the semester based upon student request.

INSTRUCTOR AND CONTACT INFORMATION
Instructor: Kathy Long, MSN, RN, CNE
Office: Heritage Hall 302A
Phone: 254-931-2387 (cell)
Email: Canvas inbox is the primary and preferred method for communication for course-related communications.
Secondary email: klong@tamuct.edu.

Office Hours: By appointment, either virtual or phone

Student-instructor interaction
Messages within Canvas Inbox are checked daily. Emails to secondary email are checked Monday through Friday during business hours. Students may expect a response within 24 to 48 hours. It is expected that all Canvas message communication from faculty receive a response within 48 hours.

The Canvas announcements page is used to send information that pertains to all students. It is strongly suggested that you adjust your Canvas settings to receive announcements in your email account or check announcements frequently.

Warrior Shield
Emergency Warning System for Texas A&M University-Central Texas
Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to

communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by 911Cellular [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

Fall 2021 Return to Campus Plan. For the most recent campus information regarding COVID-19 see the Texas A&M University-Central Texas Fall 2021 Return to Campus Plan (Links to an external site.) [https://www.tamuct.edu/covid19/]

COURSE INFORMATION
Course Overview and description: In this course students are introduced to community-based nursing practice and the role of various systems available in individuals, families, and high-risk groups. Issues of health promotion, interprofessional education and teamwork, primary disease prevention and management of chronic health problems in community settings will be explored. The focus is on the use of research findings to assess community settings, assessment of the environment of care, and on the needs of vulnerable populations in community settings. 5 SCH

NOTE: This course is designated as a TAMUCT Service Learning course. This course provides experiences in which students learn to relate theory to practice by participating in an organized service activity that meets identified community needs and then by reflecting upon the service activity in such ways as to meet instructional objectives, departmental objectives and course student learning outcomes as students gain a broader appreciation for the discipline and an enhanced sense of civic responsibility.

Course Objectives:
Course objectives align with the TAMUCT Student Learning Outcomes, the *Essentials of Baccalaureate Education for Professional Nursing Practice* (American Association of College of Nursing, 2008), and the Texas Board of Nursing Differentiated Essential Competencies
1. Analyze the impact of social, cultural, economic, and political factors on the health of aggregates and groups.
2. Synthesize nursing knowledge and skills to serve as health care advocate in monitoring and promoting quality and access for populations and communities.
3. Apply current nursing knowledge to evidence-based nursing practice interventions in the community setting.
4. Apply information technology to support improved patient care and delivery for populations.
5. Synthesize nursing, social and public health science concepts to provide culturally-tailored interventions appropriate to identified populations.
6. Utilize appropriate communication and collaboration with members of the interdisciplinary health care team to promote and maintain optimal health status of populations and communities.
7. Synthesize comprehensive assessment data to identify problems, formulate goals/outcomes and develop plans of care for populations and communities using information from evidence-based practice

8. Apply epidemiological principles, concepts of public/community health, and knowledge of the community health nursing role in the care of groups, including high-risk populations.
9. Compare and contrast the health promotion needs of selected groups within the context of community.
10. Demonstrate responsibility and accountability for quality nursing care provided to populations and communities.
11. Apply the nursing process to the care of individuals, families, and groups in the community to promote health and wellness
12. Synthesize nursing, social and public health science concepts to provide culturally-tailored interventions appropriate to identified populations.

Program Student Learning Outcomes:

1. Integrate knowledge and skills in the provision of patient-centered care from liberal education base.

2. Integrate the necessary knowledge and skills in leadership, quality improvement and patient safety necessary to provide high quality health care.
3. Integrate best practices in scholarship for translating evidence into practice
4. Evaluate the use of nursing informatics from multiple perspectives within nursing practice.
5. Identify means by which professional nurses affect quality of health care delivery based on political, legal, ethical, and policy issues.
6. Analyze the role of the nurse in interprofessional communication and collaboration to improve patient outcomes
7. Utilize models and theories of clinical prevention and population health to perform nursing actions which optimize heath of a target population
8. Examine professional nursing from historical and contemporary perspectives, including the philosophy and theoretical foundations that define professional nursing practice.
9. Demonstrate reasoning at the level of a baccalaureate prepared nurse pertaining to membership in the profession, provision of patient care and advocacy.

Service Learning Student Outcomes:
1. **Diversity of communities and cultures:** Reflect on how own attitudes and beliefs are different from those of other cultures and communities. Exhibit curiosity about what can be learned from diversity of communities and cultures.
2. **Analysis of knowledge:** Connect and extend knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.
3. **Civic contexts/structures:** Demonstrate ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.
4. **Civic action and reflection:** Demonstrate independent experience and show initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of

one's actions.

Competency Goals Statements (certification or standards):
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1. Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice.
    a. <u>Apply knowledge of social and cultural factors to the care of diverse populations.</u>
    b. Use skills of inquiry, **analysis, and information literacy** to address practice issues.
    c. Engage in ethical reasoning and actions to provide leadership in promoting **advocacy, collaboration,** and social justice as a socially responsible citizen.
    d. Integrate the knowledge and methods of a variety of disciplines to inform decision making.
2. <u>Essential II:</u> Basic Organizational and Systems Leadership for Quality Care and Patient Safety
3. Essential III: Scholarship for Evidence-Based Practice
    a. Participate in the process of retrieval, appraisal, and synthesis of evidence in collaboration with other members of the healthcare team to improve patient outcomes.

4. Essential IV; Information Management and Application of Patient Care Technology
    a. Use telecommunication technologies to assist in effective communication in a variety of healthcare settings.
    b. Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing practice.

5. Essential V; Healthcare Policy, Finance, and Regulatory Environments
    a. Explore the impact of sociocultural, economic, legal, and political factors influencing healthcare delivery and practice.
    b. **Advocate** for consumers and the nursing profession
6. Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes
    a. Use inter- and intra-professional communication and collaborative skills to deliver evidence-based, patient-centered care.

7. Essential VII: Clinical Prevention and Population Health
    a. Assess the health, healthcare, and emergency-preparedness needs of a defined population.
    b. Assess health/illness beliefs, values, attitudes, and practices of individuals, families, **groups, communities, and populations.**
    c. Collaborate with others to develop an intervention plan that takes into account determinants of health, available resources, and the range of activities that contribute to health and the prevention of illness, injury, disability, and premature death.
    d. Collaborate with other healthcare professionals and patients to provide spiritually and culturally appropriate health promotion and disease and injury prevention interventions.

e. Participate in clinical prevention and population-focused interventions with attention to effectiveness, efficiency, cost-effectiveness, and equity.
f. Use evaluation results to influence the delivery of care, deployment of resources, and to provide input into the development of policies to promote health and prevent disease.
g. Use information and communication technologies in preventive care.
h. Use evidence-based practices to guide health teaching, health counseling, screening, outreach, disease and outbreak investigation, referral, and follow up throughout the lifespan.
i. **Advocate** for social justice, including a commitment to the health of **vulnerable populations and the elimination of health disparities.**

8. Essential VIII: Professionalism and Professional Values
   a. Protect patient privacy and confidentiality of patient records and other privileged communications.
   b. Assume accountability for personal and professional behaviors.
   c. Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession.
9. Essential IX: Baccalaureate Generalist Practice

Differentiated Essential Competencies (Texas Board of Nursing)

1. Determine the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients, families, **populations, and communities** based upon interpretation of comprehensive health assessment findings compared with evidence-based health data and a synthesis of knowledge derived from a baccalaureate degree nursing program of study.
2. Synthesize comprehensive assessment data to identify problems, formulate goals/ outcomes, and develop plans of care for patients, families, **populations, and communities** using information from evidence-based practice and published research in collaboration with the above groups and the interdisciplinary health care team.
3. Implement the plan of care for patients, families**, populations, and communities** within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles.
4. Evaluate and report patient, family, **population, and community outcomes and responses to therapeutic interventions** in comparison to benchmarks from evidence-based practice and research findings, and plan follow-up nursing care.
5. Develop, implement, and evaluate teaching plans for patients, families, **populations, and communities** to address health promotion, maintenance, restoration, and population risk reduction.
6. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients, families, **populations, and communities.**
7. Use clinical reasoning and knowledge based on the baccalaureate degree nursing program of study, evidence-based practice outcomes, and research studies as the basis for decision making and comprehensive patient care.
8. Use multiple referral resources for patients, families, **populations, and communities**, considering cost, confidentiality, effectiveness and efficiency of care, continuity and continuum of care, and health promotion, maintenance, and restoration.

9. Coordinate human, information, and material management resources in providing care for patients, families, **populations, and communities.**
10. Formulate goals and outcomes using an evidence-based and theoretical analysis of available data to reduce patient and **community risks.**
11. Provide safe, compassion and comprehensive nursing care to patients, families, populations and communities through a broad array of health care services
12. Function within the nurse's legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.
13. Assume responsibility and accountability for the quality of nursing care provided to patients, families, **populations, and communities.**
14. Promote the practice of professional nursing through leadership activities and **advocacy.**

Required Reading and Textbook:
Lippincott CoursePoint for Rector & Stanley (2022): Community and Public Health Nursing

**NOTE: ISBN: 9781975178253
Purchase of the CoursePoint content includes the e-textbook . You do not need to purchase a hard copy of the Rector textbook.

Recommended Learning Materials

Reading materials posted to Canvas course site

American Psychological Association (2020). *Publication manual of the American*

Psychological Association (7th ed.). Washington D.C.: Author. ISBN: 9781433832161

The American Psychological Association (APA) website may also be helpful as you write your papers. All submitted assignments will be evaluated for correct APA style and Turnitin accuracy as assigned.

In addition to APA Manual: Purdue Owl APA website

COURSE REQUIREMENTS

See the course schedule for due dates on all assignments

Required Synchronous meetings

1. WebEx beginning of course session (completion grade). Choose a date/time to attend an online synchronous learning session. Perform the required system check to log onto WebEx to meet with other students and faculty to review course syllabus and requirements.
2. Service Learning Project Presentation—see calendar for all dates. WebEx PowerPoint Presentation to Faculty, due no later than May 7, 4:00 PM—ALL group members participate at the time of the synchronous WebEx presentation.

Grading Criteria Rubric—See Canvas for detail of each category and individual assignments.

Team Project	**40%**
Course Discussions & Video Cases	**30%**
Rector & Stanley Chapter Quizzes	**20%**
CoursePoint Interactive Modules Pre and Post Quiz Averages 10%	
Service Learning Project Time Log	**Complete/Incomplete**
	Total 100%

GRADING SCALE: A = 90-100
B = 80- 89
C = 70-79
D = 60-69
F = 59 and below

*Note, grade of 70 or higher required to pass all nursing courses.

You must submit your completed Service Learning Project field work log of hours to receive your final grade.

Please see the Service Learning Project section of this syllabus for an explanation of this log. The log is located in the rubric section of this syllabus.

Due dates and times:

Assignments are due on the date and time outlined in the course schedule and syllabus.
A 10% deduction will be taken for each day an assignment is past the due date. After three days, a grade of 0 will be entered into the gradebook for that assignment. This includes all quizzes, discussion boards, project components and any other written work in the course. Exceptions will be granted at faculty discretion and only if arrangements were made prior to the due date.

Posting of Grades:
All student grades will be posted on the Canvas Grade book. Students should monitor their grading status often and report to the instructor any discrepancies. Quiz and exam grades taken through Canvas are posted upon successful submission. Faculty graded assignments and discussion posts will usually be posted within 7 days after the due date and time.

Grading Policies
The Operation of the Online Course and Being an Online Student
Online learning requires students to be very self-disciplined. For this course, Monday will be considered the first class day. Initial discussion board postings are due on Wednesday of the appropriate week with responses due by the following Saturday at 2359. All other assignments such as quizzes and written work will be due as posted in Canvas. **Ten points will be taken off for each day for late submissions and will not be accepted after three days.**

Statement on Late Assignments
Assignments are due on the date and time outlined in the course schedule and syllabus. A 10% deduction will be taken for each day an assignment is past the due date. After three days (72 hours), a grade of 0 will be entered into the gradebook for that assignment. This includes all quizzes, discussion boards, and any other written work in the course. Exceptions will be granted at faculty discretion and only if arrangements were made prior to the due date.

Since this is a five semester credit hour course, expect to spend at least five hours a week on your computer and reading. Study time and time for assignment completion will be in addition to that time. The course should be accessed on Canvas at least 3-4 times a week.

Quizzes for this course are used as "learnings" more than testing knowledge. You will have a limited amount of time to complete, with three attempts. So, plan ahead, complete the readings first, and set aside time to complete the quiz.

Be sure to submit assignments, discussions, or any other types of assignments in the correct place within Canvas or in the Lippincott eCourse materials as directed.

COURSE OUTLINE AND CALENDAR
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Week	Topic(s)	CoursePoint Activities	ACTIVITIES & ASSIGNMENTS
Module 1 Weeks 1 Aug 23 – Aug 29	**Course Orientation** **Clifton Strengths Inventory** • *Chapter 1*—The Journey Begins: Introduction to Community Health Nursing • *Chapter 2*—Public Health Nursing in the Community • *Chapter 3*--History and Evolution of Community Health Nursing • *Chapter 10*-Communication, Collaboration and Technology	READ and Complete Pre and Post Module Quizzes for each in Lippincott CoursePoint • Module 1.1: The Role of Public Health Nursing • Module 1.2: History of Public Health Nursing • Module 1.8: Three Levels of Prevention	Read syllabus, Purchase and Review Rector (2022) Community Public Health in Lippincott CoursePoint 1. Complete Syllabus Quiz in Canvas, Due Aug 28, 11:59 PM. 2. Complete the Pre and Post module Quizzes in CoursePoint--multiple attempts allowed. Highest grade by due date recorded. Only Quiz results with a date/time stamp as shown in CoursePoint are credited and Complete. Due Aug 28, 11:30 PM. 3. View the video Clifton Strengths-A Useful tool for nursing and begin the training. Faculty will provide a code for enrolling in training. 4. Submit StrengthsQuest Reports via Canvas, due Aug 29, 11:59 PM
Module 2 Week 2-3 Aug 30 – Sept 5 Sept 6- Sept 12	• *Chapter 15*—Community as Client **Read Practicum Instructions prior to WebEx**	READ and Complete Pre and Post Module Quizzes for each in CoursePoint • Module 3.2: Assessing Communities (Chap. 15) • Module 3.3: Using Screening for Community Assessment (Chap. 15) • Module 5.1: Developing a Community Diagnosis (Chap. 15) • Module 5.5: Public Health Intervention Wheel and the Levels of Prevention • Module 6.4: Evidence-Based Practices in the Community Setting (Chap. 15) • Module 6.6: Forming a Clinical Question	1. Email faculty choice of date to attend WebEx meeting <mark>due Aug 31</mark>, 11:59 PM 2. Read Overview of the Service Learning Project prior to WebEx Meeting 3. <mark>Mandatory WebEx Sessions, see dates & times in Canvas. Discuss course in detail and introduce Community Nursing Service Learning Team Project Tentative dates are Sept 1 or Sept 2, times TBA in Canvas</mark> 4. Complete survey—where you live and work, due Sept 8, 11:59 PM 5. Complete the Pre and Post module Quizzes in CoursePoint--multiple attempts allowed. Highest grade by due date recorded. **Only Quiz results with a date/time stamp as shown in CoursePoint are credited and Complete, due Sept 11, 11:30 PM.**

Week	Topic(s)	CoursePoint Activities	ACTIVITIES & ASSIGNMENTS
			6. Canvas Quiz, Rector & Stanley (2022), due Sept 12, 11:59 PM **TEAM ASSIGNMENTS FOR SERVICE LEARNING PROJECT, faculty will POST in Canvas BY END OF WEEK 3, Sept 12**
Module 3 Week 4 & 5 Sept 13-19 & Sept 20-26	Foundations of Community Health Nursing • *Chapter 2*—Public Health Nursing in the Community • *Chapter 4*—Evidence-Based Practice and Ethics • *Chapter 5*—Transcultural Nursing	READ and Complete Pre and Post Module Quizzes for each in CoursePoint • Module 1.9: Ethical Principles of Social Justice (Chap. 4) • Module 6.1: Evidence-Based Resources for Public Health Nursing (Chap. 4) • Module 6.2: Searching Best Practice Evidence (Chap. 4) • Module 6.3: Critical Appraisal and Evaluation (Chap. 4) • Module 3.5: Cultural Awareness and Assessment (Chap. 5)	1. Discussion Board 1- Transcultural Nursing in the Community, initial response due Sept 15, response posting to classmates due Sept 18, 11:59 PM **2. TEAM PLAN submission via Canvas, due, Sept 19, 11:59 PM.** 3. Critique of Health Education Media, due Sept 25, 11:59 PM. 4. Complete the Pre and Post module Quizzes in CoursePoint--multiple attempts allowed. Highest grade by due date recorded. **Only Quiz results with a date/time stamp as shown in CoursePoint are credited and Complete,** due Sept 25, 11:30 PM 5. Canvas Quiz - Chapters 2, 4, 5 due Sept 26, 11:59 PM 6. Optional WebEx Meeting to discuss Module 3 and Team Project, due Sept 26, 11:59 PM

Week	Topic(s)	CoursePoint Activities	ACTIVITIES & ASSIGNMENTS
Module 4 Weeks 6 & 7 Sept 27-Oct 3 & Oct 4 – 10	• *Chapter 7*— Epidemiology in the Community • *Chapter 8*—Communicable Disease • *Chapter 9*—Environmental Health and Safety	READ and Complete Pre and Post Module Quizzes for each in CoursePoint • Module 3.7: Exploring Causal Relationships in Epidemiology (Chap. 7) • Module 6.5: Biostatistics as a Community Health Tool (Chap. 7) • Module 3.9: Communicable Diseases in the Community (Chap. 8) • Module 2.1: Environmental Health and Risks (Chap. 9) • Module 2.2: Home, Work, and Community Hazards (Chap. 9) • Module 2.3: Environmental Influences on Genetics (Chap. 9) • Module 2.4: Using the Nursing Process to Promote Environmental Health (Chap. 9) • Module 5.7: Environmental Interventions (Chap. 9)	1. Complete the Pre and Post module Quizzes in CoursePoint--multiple attempts allowed. Highest grade by due date recorded. **Only Quiz results with a date/time stamp as shown in CoursePoint are credited and complete.** Due Oct 2, 11:30 PM. 2. DB 2-Communicable and Environmental Diseases Read Vulnerability and Food Safety (from Video Cases Faculty Resource). Choose one activity, due Sept 29 and respond to classmate due Oct 2. 3. Canvas Quiz, Ch 7, 8, 9 due Oct 3, 11:59 PM **4. TEAM PROJECT** **DATA COLLECTION TABLES POSTED TO GROUP DISCUSSION BOARD WEEK 6,** due Oct 2, 11:59 PM RESPONSES FROM REMAINING TEAM MEMBERS DUE WEEK 8, due Oct 16, 11:59 PM **TEAM MEMBERS FOMULATE QUESTIONS FOR KEY INFORMANT WITHIN GROUP DISCUSSION BOARD, due Oct 10, 11:59 PM RESPONSES FROM REMAINING TEAM MEMBERS due Oct 18 , 11:59 PM** 5. Optional WebEx Meeting to discuss Module 4 and Team Project, due Oct 10, 11:59.
Module 5 Week 8-9 Oct 11-17 & Oct 18-24	• *Chapter 11*—Health Promotion Through Education • *Chapter 12*—Planning, Implementing, and Evaluating Community/Public Health Programs • *Chapter 13*—Policy Making and Advocacy Review Ch. 10	READ and Complete Pre and Post Module Quizzes for each in CoursePoint • Module 5.2: Public Health Intervention Wheel • Module 4.1: Types of Health Education (Chap. 11) • Module 4.5: Learning Domains and Teaching Strategies (Chap. 11) • Module 5.3: Behavioral Change for Health Promotion (Chap. 11) • Module 4.8: Evaluating Community-Based Health Education (Chap. 12)	1. Db 3 Discussion Board-Video Cases Health Literacy Due Oct 16, 11:59 PM 2. Canvas Quiz, Ch 11, 12, 13 due Oct 17, 11:59 PM 3. Complete the Pre and Post module Quizzes in CoursePoint--multiple attempts allowed. Highest grade by due date recorded. **Only Quiz results with a date/time stamp as shown in CoursePoint are credited and Complete.** Due Oct 23, 11:30 PM. **4. TEAM PROJECT**

Week	Topic(s)	CoursePoint Activities	ACTIVITIES & ASSIGNMENTS
		• Module 1.7: Nurses as Advocates: Current Laws Guiding Public Health Nursing Practice (Chap. 13) • Module 5.8: Using Health Policy for Health Promotion (Chap. 13) • Module 4.2: Low Health Literacy and Its Impact (Chap. 11) • Module 4.3: Tools for Addressing Low Health Literacy • Module 4.4: Needs Assessment for Community Health Education (Chap. 11) • Module 4.7: Group Health Education (Chap. 12)	**WINDSHIELD SURVEY due for, TEAM DISCUSSION BOARD WEEK 8 Due Oct 13, 11:59 PM; responses to team due Oct 18, 11:59 PM** **AND KEY INFORMANT INTERVIEWS POSTED TO GROUP DISCUSSION BOARD BY WEEK 9, Oct 20, 11:59; responses to team due Oct 24, 11:59 PM** 5. Optional WebEx Meeting, due Oct 24.
Module 6 Week 10 Oct 25 - 31	Settings for Community Health Nursing • *Chapter 6*—Structure and Economics of Community/ Public Health Services • *Chapter 28*—Public Settings • *Chapter 29*—Private Settings	READ and Complete Pre and Post Module Quizzes for each in CoursePoint • Module 1.6: Publicly Funded Health Care Programs (Chap. 3, 28, 29) • Module 1.3: The Role of Government in the Health of Its Citizens (Chap. 6) • Module 1.5: Understanding Health Care Financing (Chap. 6) • Module 3.8: Data Sources and Methods in Epidemiologic Investigative Process (Chap. 7) • Module 1.10: Interrelationships of Systems (Chapter 1)	1. Complete the Pre and Post module Quizzes in CoursePoint--multiple attempts allowed. Highest grade by due date recorded. Quiz results with a date/time stamp as shown in CoursePoint are credited and Complete. Due Oct 30, 11:30 PM. 2. DB 4: Public versus Private Health Care Agencies, due Oct 27, 11:59 pm 3. Canvas Quiz Ch. 6, 28, 29 due Oct 31, 11:59 pm **4. Team Project-TEAM TO ANALYZE DATA COLLECTION TABLES, WINDSHIELD SURVEY AND KEY INFORMANT INTERVIEWS TO IDENTIFY AREA(S) OF CONCERN BY END OF WEEK 10, due Oct 31** **Team Project-FACULTY APPROVAL OF TOPIC(S) FOR HEALTH TEACHING END OF WEEK 10; Oct 31** **PREPARE Team Project PRESENTATION** 5. Optional WebEx meeting for Module 6 and group project, due Oct 31.
Module 7 Week 11 Nov 1 - 7	Global Health Imperatives • *Chapter 16*—Global Health Nursing	READ but there are NO Complete Pre and Post Module Quizzes for this module • Module 7.5: Public Health Nursing at the Global Health Level (Chap. 16)	1. DB 5: Discussion Board—Global Health, initial post due Nov 3, 11:59 PM and response post due Nov 6, 11:59 PM

Week	Topic(s)	CoursePoint Activities	ACTIVITIES & ASSIGNMENTS
and Week 12 Nov 8 - 14	• *Chapter 25*—Behavioral Health in the Community (V) • *Chapter 26*—Working With the Homeless • *Chapter 27*—Rural, Migrant, and Urban Health Care		2. Canvas Quiz Ch. 16, 25, 26, 27 due Nov 7, 11:59 PM 3. **Team Project–INDIVIDUAL MEMBERS PREPARE POWER POINT PRESENTATION; UPDATE TIME LOG ENTRIES, SHARE FILE UPLOADS IN GROUP PROJECT FILES** 4. **Optional WebEx meeting for Module 7 and Group Project, due Nov 14.** NOTE: PROJECT PRESENTATION DUE, Dec 2
Module 8 Week 13 Nov 15-21	Promoting and Protecting the Health of Populations (Includes Developmental [D] and Vulnerable Populations [V]) • *Chapter 19*—Maternal-Child Health (D) • *Chapter 20*—School-Age Children and Adolescents (D) • *Chapter 21*—Adult Health (D) • *Chapter 25*—Behavioral Health in the Community (V)	No CoursePoint Modules for this week, view Video Cases in CoursePoint for Assignments	1. Submit word document for three of the Video Cases, due Nov 20, 11:59 PM CoursePoint Video Cases – Choose 3 to Complete • Teen Maternal-Child Health • Behavioral Health and Substance Use • Client With Disability • Health Promotion: Childhood Obesity • Health Promotion: Workplace Wellness • Mental Health 2. **Submit date and time request for Power Point Presentation, due Nov 17** 3. **Optional WebEx for Module 8 and Group Project, due Nov 21.**
Module 9 Week 14 Nov 22 - 28	Readings: Chapter 15 – Community as Client. Applying the Nursing Process. Review section on evaluating implemented health improvement plan	READ and Complete Pre and Post Module Quizzes for each in CoursePoint • Module 7.2: Program Evaluation • Module 7.3: Four Program Evaluation Models • Module 7.4: The Steps of an Evaluation Process • Module 7.6: Benefits of Evaluation	1. Complete pre and post module quizzes in Course Point. Highest grade by due date recorded. Quiz results with a date/time stamp as shown in CoursePoint are credited and Complete, due Nov 27, 11:30 PM 2. **Finalize Group Final PowerPoint Presentation, group presentation no later than Dec 2**

Week	Topic(s)	CoursePoint Activities	ACTIVITIES & ASSIGNMENTS
			3. Each team member individually evaluates the Team Project-Participation and Outcomes Evaluation, due Nov 28, 11:59 PM.
Module 10 Week 15 Nov 29 – Dec 5	Disasters and Public Health Nursing *Chapter 17*—Disasters and their Impact	READ and Complete Pre and Post Module Quizzes for each in CoursePoint • Community Module 8.1: Types of Disaster (Chap. 17) • Community Module 8.2: The Disaster Management Cycle (Chap. 17) • Community Module 8.3: Working Together to Prevent, Prepare, Respond, and Recover (Chap. 17) • Community Module 8.4: Resources for Vulnerable Populations in a Community (Chap. 17) • Community Module 8.5: Emergency Preparedness and Response (Chap. 17) • Community Module 8.6: Allocation of Resources (Chap. 17)	1. **WebEx PowerPoint Presentation to Faculty, due no later than Dec 2, 4:00 PM—ALL group members participate at the time of the synchronous WebEx presentation.** 2. DB 6: Engaging in Healthy People 2030 Preparedness due Dec 4, 11:59 PM 3. Complete pre and post module quizzes in Course Point. Highest grade by due date recorded. Quiz results with a date/time stamp as shown in CoursePoint are credited and Complete, due Dec 4, 11:30 PM 4. Quiz ch 17, due Dec 5, 11:59 PM
Week 16 /Dec 6 - 10	Wrap up and Course evaluations		Service Learning Practicum Time Log due Dec 6 at 11:59 PM Peer Process Evaluation Quiz due Dec 7, 5:00 PM Course Evaluations <mark>Note: Semester Ends</mark> Dec 10

KL 8/20/21

Important University Dates:

http://catalog.tamuct.edu/undergraduate_catalog/general-information/academic20calendars20and20final20exam20schedule/

TECHNOLOGY REQUIREMENTS AND SUPPORT for LIPPINCOTT COURSEPOINT

CoursePoint Student User Guide is provided in the Course. To use Lippincott CoursePoint, students must have access to the internet and an up-to-date browser. Go the thepoint.lww.com/systems for the current system requirements for the product.

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support
Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.
For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support
For log-in problems, students should contact Help Desk Central
24 hours a day, 7 days a week
      Email: helpdesk@tamu.edu
      Phone: (254) 519-5466
      Web Chat: [http://hdc.tamu.edu]
Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.
If you discover that you need to drop this class, you must complete a Drop Request Form
[https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.
Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, working with others in an unauthorized manner, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be referred to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the Student Conduct process, [https://www.tamuct.edu/student-affairs/student-conduct.html].
If you know of potential honor violations by other students, you may submit a report,
[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit Student Affairs [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender–including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu .

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. For the Fall 2021 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.
Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!
Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WCOnline at https://tamuct.mywconline.com/. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via WCOnline at https://tamuct.mywconline.com/. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like schedule a recurring appointment with your favorite tutor.

University Library
The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [http://tamuct.libguides.com/index].

POLICY STATEMENTS:
A Note about Sexual Violence at A&M-Central Texas
Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).
Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the Title IX Webpage

Behavioral Intervention
Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting concerning behaviors, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the referral online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2]. Anonymous referrals are accepted. Please see the Behavioral Intervention Team website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

Dress Code with Community Service Learning Point of Contacts and Agencies

As stated in the BSN Student Handbook Policy

Dress Code for Community Agencies and delivering Service Learning Project
There may be times when you interact with members of the community in order to complete class projects. During these times, business casual professional dress is required. Examples include:
- **blouses/shirts without messages (no T-shirts or tank tops)**
- **dresses or long pants/slacks (no shorts, short skirts)**
- **closed toed shoes (no flip flops)**
- **Scrubs are acceptable only the work place badge/ID card is removed (for your privacy and to avoid representing your individual work place)**

INSTRUCTOR POLICIES.
WebEx Presentations
Students are required to have access to WebEx for group work or requested meetings throughout the course with both audio and visual participation for each WebEx meeting.

Group Assignments/Presentations
Students are required to be present for all presentations, unless otherwise permitted by faculty. All students must fully participate in group presentations/assignments. Final group work must be agreed upon by all members (editing of any kind without group consent, may lead to point deductions).

Additional Research
Self-guided research and material search will be required throughout the course.
Several assignments will require additional research for supportive material through the use of outside resources. Students are required to follow APA citing/referencing and copyright guidelines.

Power Point Presentations
All student presentations require audio narration. Presentations without audio will not be accepted.

SYLLABUS DISCLAIMER:

While the provisions of this syllabus are as accurate and complete as possible, the faculty reserve the right to change any provisions herein without actual notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be available at all times from the faculty. It is the responsibility of each student to know what changes, if any, have been made to the provisions of this syllabus and to successfully complete the requirements of the course.

Copyright Notice.

August 10, 2021

APPENDICES--RUBRICS

Team Project-Team Policies Plan				
Criteria	**Ratings**			**Pts**
Answered all parts of all questions assigned	8.0 pts Full Marks	4.0 pts Did not answer all parts of assigned questions	0.0 pts Questions not answered	8.0 pts

Team Project-Team Policies Plan				
Criteria	**Ratings**			**Pts**
No grammatical and/or spelling errors in postings.	**4.0 pts Full Marks**	**2.0 pts There were 1-2 grammatical or spelling errors.**	**0.0 pts There were 3 grammatical or spelling errors.**	4.0 pts
Submit in Canvas as an attachment. Repeat question. Heading should include Team member names, date, Module, & Topic	**4.0 pts Full Marks**	**2.0 pts Submission or heading not complete**	**0.0 pts No heading**	4.0 pts
Reference, if used, cited in proper APA format	**4.0 pts Full Marks**	**2.0 pts Errors in citation of reference**	**0.0 pts Reference used, but not cited**	4.0 pts
Total Points: 20.0				

Service Learning Project: Windshield Survey, Interviews and Data Generation Tables

COMPONENT	POINTS POSSIBLE	POINTS EARNED	FACULTY COMMENTS
WINDSHEILD SURVEY - REFER TO THE TEMPLATE IN Canvas TO SEE WHAT IS INCLUDED IN EACH OF THESE AREAS. POINTS ARE BASED UPON COMPLETENESS/ACCURACY OF DOCUMENTATION			

HOUSING AND ZONING/SIGNS OF DECAY	5		
BOUNDARIES, OPEN SPACE, COMMONS	5		
TRANSPORTATION	5		
STORES	5		
STREET PEOPLE/POPULATION SEEN	5		
RACE, ETHNICITY	5		
RELIGION	5		
HEALTH AND MORBIDITY	5		
POLITICS	5		
MEDIA	5		
TOTAL POINTS POSSIBLE FOR WINDSHIELD SURVEY	**55**		

Key Informant Interviews Total points = 50

APPROPRIATE KEY INFORMANTS SELECTED – SHOWS LINKAGE TO DATA COLLECTION OR WINDSHEILD SURVEY. PROVIDE A STATEMENT OF EACH Interviewee's CREDENTIALS OR REASON FOR INTERVIEW KEY INFORMANT INTERVIEWS TOTAL = 50 PTS	**10.0 pts** Full Marks **0.0 pts** No Marks

QUESTIONS WELL FORMULATED WITH RATIONALE CLEARLY OUTLINED	10.0 pts Full Marks	0.0 pts No Marks
SUMMARY OF KEY INFORMANT INTERVIEWS CLEAR, EASILY UNDERSTOOD	10.0 pts Full Marks	0.0 pts No Marks
SUMMARY CONTAINS A STATEMENT AS TO WHETHER THE KEY INFORMANT INTERVIEW PROVIDED ADDITIONAL INSIGHT INTO POTENTIAL COMMUNITY PROBLEMS	10.0 pts Full Marks	0.0 pts No Marks
SUMMARY WELL WRITTEN, CONCISE, DESCRIBES SETTING, REASON AND RESPONSES FOR QUESTIONS.	5.0 pts Full Marks	0.0 pts No Marks
SUMMARY FOLLOWS APPROPRIATE APA FORMAT Total 50 pts possible	5.0 pts Full Marks	0.0 pts No Marks

Data Generation Rubric   Total = 50 points

CRITERIA	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Not Demonstrated (0)	POINTS
Tables	All tables complete and accurate. Missing data	Missing up to three data elements or does not indicate	Missing three to five points of data collection	Missing more than five points of data collection	*The assignment was not completed	

Sex and Age characteristic Racial and Ethnic distribution Housing Education and Economics Vital Statistics County Health Rankings	indicated by N/A after all data sources are examined	missing data			25
Summary Analysis	* Well-organized; appropriate analysis of each table Provides comparison of community data to county and state Provides summary of differences and areas of concern	Analysis missing key elements of data analysis or does not analyze each table of data Does not accurately compare community data to state and county statistics	Analysis does not accurately describe data or misses large elements of data analysis. Comparisons are inaccurate or missing	Analysis does not show understanding of data or provide any comparison of community to county or state	* The assignment was not completed	20
mechanics	No spelling, grammar, or punctuation errors No APA errors (where APA indicated)	Spelling, grammar, or punctuation are mostly error-free Less than 3 APA errors	A few spelling, grammar, or punctuation errors 3-5 APA errors	Many spelling, grammar, or punctuation errors Greater than 5 APA errors	*The assignment was not completed	5

TOTAL POINTS =   **50 PTS**

Various Discussion Boards—Points may vary based on requirements for assignments as described in Canvas

DISCUSSION BOARD RUBRIC

Criteria	Ratings		
Content Understanding (comprehension of the content under discussion)	**5.0 pts** **The student understands significant ideas relevant to the issue under discussion. This is indicated by correct use of terminology, precise selection of the pieces of information required to make a point, correct and appropriate use of examples and counterexamples, demonstrations of which distinctions are important to make, and explanations that are concise and to the point. ● Information and knowledge are accurate. ● The student elaborates statements with accurate explanations, reasons, or evidence.**	**3.0 pts** **Ideas are reasonably clear, but the listener needs to make some guesses as to what the student meant. ● Some vocabulary is used correctly and some is not. ● Ideas are correct but not concise. ● Contributions to the group are generally supported by some facts, examples, analogies, statistics, and so forth, but there's a sense that more is needed.**	**0.0 pts** **The student uses foundational knowledge incorrectly. ● The student struggles to provide ideas or support for ideas.** **● Ideas are extremely limited or hard to understand.** **● The student has difficulty understanding themes and distinguishing main ideas and supporting details.** **● Terminology is used incorrectly**

DISCUSSION BOARD RUBRIC

Criteria	Ratings		
Reasoning (ability to use the content to explore an issue, answer a question, make a decision, or discuss a point)	**5.0 pts** ● **The student actively stimulates and sustains inquiry by asking thoughtful questions.** ● **The student has a clear idea of the topic under discussion and sustains inquiry until in order to explore relevant issues.** ● **The student stipulates claims or definitions (e.g., "For our discussion, let's agree that prior knowledge refers to BOTH overall and specific knowledge.").** ● **The student recognizes values or value conflict as things that form the assumption basis of arguments and recognizes when it is important to acknowledge these values.** ● **The student argues by analogy.** ● **The student recognizes the accuracy, logic, relevance, or clarity of statements.** ● **The student distinguishes fact from opinion.** ● **The student summarizes points of agreement and disagreement to set the stage for further movement; the student knows**	**3.0 pts** **The student relies on the momentum of the group to motivate inquiry.** ● **The student generally distinguishes fact from opinions.** ● **The student may be repetitive with comments.** ● **The student takes a position but with little evidence or explanation**	**0.0 pts** **The student accepts the thoughts of other without much thought.** ● **The student jumps randomly from one aspect of an issue to another.** ● **The student provides little relevant information or contributes little to the discussion.** ● **Opinions may be stated as facts.** ● **The student shows little evidence of understanding the topic under discussion and how to sustain the inquiry to adequately explore issues related to it.** ● **There is little sense of which information is of most importance.**

DISCUSSION BOARD RUBRIC		
Criteria	**Ratings**	
	when such summaries are useful or required.		

DISCUSSION BOARD RUBRIC

Criteria	Ratings		
Interaction with Others	**5.0 pts** **The student initiates the dialogue with thoughtful and reflective comments and questions. ● The interactions of the student are appropriate for RNs in a baccalaureate program. ● The student acknowledges the statements of others in a way that builds a consecutive interchange between participants. ● When disagreeing, the student does it respectfully. The nature of the disagreement is stated and an invitation to respond extended. ● The student encourages a variety of points of view.**	**3.0 pts** **The student attends to the discussion but contributes little new knowledge or ideas. ● The student's contributions do not detract from the discussions. ● The student participates in the group but does little to involve others or encourage others to think critically.**	**0.0 pts** **The interactions of the student are inappropriate for RNs in a baccalaureate program. ● The student makes irrelevant or distracting statements. ● Some comments are unconstructive and non-courteous. ● The student does not contribute to the discussion. ● The student appears unaware of cultural differences in conducting discussions. ● Discussion does not take into consideration the ideas/comments by the group; there is little attempt at collaborative thinking.**
Word choice and clarity	**5.0 pts** **The student uses precise vocabulary without 'wordiness'. Words are purposefully chosen to make a point. ● The student uses language that others in the group will understand, avoids use of jargon/slang. ● The student defines or clearly explains language or concepts that might be unfamiliar to others.**	**3.0 pts** **The student uses general vocabulary and tends to express ideas wordily. ● Although correct, language might not be equally understandable to all members of the group.**	**0.0 pts** **The student uses language that others in the group are unlikely to understand. ● Ideas appear disproportionately lengthy and are difficult to follow. ● Language choices are vague, abstract, or trite. Jargon/slang may be used when more precise language is needed.**

DISCUSSION BOARD RUBRIC

Criteria	Ratings		
Mechanics. APA & Effective Writing	**5.0 pts** **The student shows mastery of academic English. ● The student does not misspell words nor make grammatical errors. Correct use of APA without errors, including in-text citations and References list.**	**3.0 pts** **The student occasionally misspells words and makes grammatical errors. No more than two APA errors within in-text citations and/or in References list.**	**0.0 pts** **The student frequently misspells words and makes grammatical errors. Makes 3 or more APA errors in in-text citations and/or the References list.**

Total Points: 25.0

Service Learning Project- Presentation 'Assessment & Analysis' of the Community and Health Teaching Materials (PSAs)

PowerPoint Presentation 'Assessment & Analysis' and Education Materials (PSAs)

Criteria	Ratings		Pts
Introduction of team members, assigned community and teen health issues. Describe the health teaching topic and how health education materials/presentations can best serve the community.	5.0 pts Full Marks	0.0 pts No Marks	5.0 pts
Describe geographic boundaries of assigned community for assessment. Suggestions on some possible nursing issues to expect to find	20.0 pts Full Marks	0.0 pts No Marks	20.0 pts
Summaries of data collection tables through use of Texas Dept of Health and Human Services, Census data and DSHS Vital Statistics web sites. Thorough & accurate analysis of data applied to project and health education topic.	10.0 pts Full Marks	0.0 pts No Marks	10.0 pts
Summaries of Windshield Survey Table. Summary of key informant interviews, questions asked and rationale for choosing each key informant. Thorough & accurate analysis of data applied to project and health education topic.	15.0 pts Full Marks	0.0 pts No Marks	15.0 pts

PowerPoint Presentation 'Assessment & Analysis' and Education Materials (PSAs)

Criteria	Ratings		Pts
1) Provide rationale for health teaching topic supported by assessment data (include Healthy People 2030 objectives). 2) Identify source of health education topic approved by faculty. 3) Clear explanation and understanding of health education topic provided. 4) Analysis of data applied to health teaching topic and needs of community.	**10.0 pts** **Full Marks**	**0.0 pts** **No Marks**	10.0 pts
Health education materials/teaching are appropriate for age, gender and ethical considerations.	**5.0 pts** **Full Marks**	**0.0 pts** **No Marks**	5.0 pts
All graphs and images are clear and easily viewed. All images are professional and well organized, graphs contain keys and icons.	**5.0 pts** **Full Marks**	**0.0 pts** **No Marks**	5.0 pts
Slides were engaging, organized in an easy to read manner, fonts/images/background, professional and neutral to consider the audience, transitioning ideas were uniform and easy to follow.	**5.0 pts** **Full Marks**	**0.0 pts** **No Marks**	5.0 pts

PowerPoint Presentation 'Assessment & Analysis' and Education Materials (PSAs)

Criteria	Ratings		Pts
Presenter maintained an easy to follow pace and tone throughout the presentation, transition from slide to slide smoothly without fragmentation, all slides contained clear audio, no background noise or distractions, professional language was used throughout the presentation. Each presenter answered questions with accuracy and ease.	**20.0 pts** **Full Marks**	**0.0 pts** **No Marks**	20.0 pts
Minimum of 10 slides (excluding title and reference slide), minimum of 3 references, APA formatted reference slide	**5.0 pts** **Full Marks**	**0.0 pts** **No Marks**	5.0 pts

Total Points: 100.0

NURS 4506 Community Health Nursing
Service Learning Project
Practicum Time Log

In the following table, please record the date, your activities, and the field work hours that are related to this course: NURS 4506: Community Health Nursing.

You must document and complete a minimum of **45 hours** to successfully complete the course.

Date	Activity	Field Work Minutes/Hours	Student's/Contact Initials

TOTAL HOURS			

I verify that I, _____, have completed the above field work hours.

Must be submitted in Canvas under the 'Practicum Time Log' Assignment by due date

Required Practicum Time log

Criteria	Ratings
Recorded data is complete, accurate and legible. Submitted on time.	Complete/Incomplete
Recorded data is NOT complete, accurate NOR legible. Not submitted on time.	Complete/Incomplete

Service Learning Project--Participatory Evaluation Plan				
Criteria	**Ratings**			**Pts**
Answered all parts of all questions assigned	**8.0 pts** **Full Marks**	**4.0 pts** **Did not answer all parts of assigned questions**	**0.0 pts** **Questions not answered**	8.0 pts
No grammatical and/or spelling errors in postings.	**4.0 pts** **Full Marks**	**2.0 pts** **There were 1-2 grammatical or spelling errors.**	**0.0 pts** **There were 3 grammatical or spelling errors.**	4.0 pts

Service Learning Project--Participatory Evaluation Plan		
Criteria	**Ratings**	**Pts**
Submit in Canvas as an attachment. Repeat questions. Heading should include Team member names, date, & Topic	**4.0 pts** **Full Marks** / **2.0 pts** **Submission or heading not complete** / **0.0 pts** **No heading**	4.0 pts
Reference, if used, cited in proper APA format	**4.0 pts** **Full Marks** / **2.0 pts** **Errors in citation of reference** / **0.0 pts** **Reference used, but not cited**	4.0 pts
Total Points: 20.0		

K Long
FALL 2021